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Contributions to *New Era in Education* are welcomed. Articles in the first part of the journal are refereed. A copy of the guidelines for authors can be obtained from the Editor. Reports, short articles, or views on any aspect that relates to the principles of the World Education Fellowship are also very welcome. The Editor is anxious to receive details of good practice and responses to themes covered.

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Abuse and Human Dignity: The Interventionist Role of Education

Sneh Shah

With greater awareness and developments especially in journalism, a much bigger range of abuse to young people is coming to light. Some types of abuse may be recent developments, some may have got public voicing as a result of a greater focusing on rights- rights of children, citizens, etc. The range is vast - sexual abuse within the family, sexual abuse of children by other adults, physical and other harassment within the family, at work and even in the community and discrimination which could lead, as has been claimed recently, to the suicide by means of a funeral pyre of young widows.

Some categories of abuse are relatively easy to deal with. Abuse within the family could be spotted by teachers, provided they have got know the children, they are acutely aware, and see education as something more than the imparting of knowledge. In some countries the existence of systems of social services provides a relatively easy route to cope with specific cases. Others may easily go unnoticed due to personal and social taboos.

The world today appears to be moving at a very fast pace and change and development seem to have become linked with a heavy input into technological changes and equipment. More and more innovative programmes are reflecting a common and growing desire to progress. There is an increasing focus on market forces, and their application to education has yet again put the focus in many countries on easily assessable approaches. This has meant the loss of a focus on the personal development of individuals, particularly worrying in an increasingly violent world.

With greater awareness and developments especially in journalism, a much bigger range of abuse to young people is coming to light. Some types of abuse may be recent developments, some may have got public voicing as a result of a greater focusing on rights- rights of children, citizens, etc. The range is vast - sexual abuse within the family, sexual abuse of children by other adults, physical and other harassment within the family, at work and even in the community and discrimination which could lead, as has been claimed recently,

to the suicide by means of a funeral pyre of young widows.

The passing of the Children's Act has been a major achievement. However, children's charters can be traced back many decades and its their effectiveness that poses the real issue. Many countries have taken a key theme of education as citizenship, from national as well as international angles. Many rationales of national education policies emphasise the value of the individual, but currently a serious education debate that looks at the individual, regardless of characteristics such as their gender, culture, race, class is missing

Human dignity has to be a central theme underpinning education, everywhere. Individuals and societies can be very cruel; people can be harassed and victimised because of their perceived shortcomings such as poverty or physical disability. If education is truly about individuals, then the process and the end-product must relate to giving and/or sustaining everyone's dignity.

As adults we are in danger of losing our credibility with the younger generation, and as educators of losing our potential to be really constructive. There have to be two key objectives: one is to be courageous in facing and dealing with the existence of abuse, and secondly to be more focused on strategies to give our learners the dignity that any human being is entitled to, and more skills to cope with abuse.

This then raises the question of the teachers and the type of individuals they are. Reasons why people become teachers have varied across countries, cultures, and time. For many it is an 'easy' occupation, as 'office hours' are comparatively short, and holiday allowances bigger. Many others have a genuine love of children and young people, and many feel fulfilled. Working in offices can be inhuman and dehumanising, and hence the preference for an occupation where people matter as people. There have been many educators who have thought deeply about education and its purpose, and have been able to put their ideals into practice. These people may not have been influenced the complete systems of education, but they have certainly been honest with themselves, and for the young people over whom they do have a lot of power.

Teachers today have to recognise the potential strength and power they have. Real concern for the children and the future must mean more determination to be honest in providing education that is really called for.

Canadian and Malaysian Student-teachers in British Classrooms: inter-cultural issues

Bill Taylor

Introduction

Central to the ethos of the World Education Fellowship is the belief in the educational benefits of inter-cultural participation. Visits by students and teachers to countries and cultures other than their own have challenged individuals to go beyond any immediate culture shock, and to re-appraise their own assumptions and behaviour in the light of the first-hand experience they get from such visits. Theoretically, many of the objectives of these visits can be met in any multi-ethnic school or community and, despite ample evidence of destructive prejudices in such places, there is also ample evidence of positive enrichment. This article uses the reflections of some non-British teacher-training students' experiences in British schools to make a contribution to our thinking about these issues. The length of the article prevents a detailed report of the questions and answers on which the conclusions are based, but, both by questionnaire and one-to-one structured interviews, 10 Canadian postgraduate and 10 Malaysian undergraduate teacher-trainees were asked to reflect on - before, during and after - their work in both primary and secondary schools in the South-West of England, a relatively mono-ethnic non-industrialised, thinly-populated region of the UK. The inter-cultural aspects of their experiences provide the focus of the enquiry.

The key concern

The political correctness in "multicultural education" circles has for long been that ethnocentrism in schools and textbooks favours the cultural majority to the detriment of the minority and therefore it creates unnecessary learning problems for ethnic minority school students. (q.v. Klein, 1985; Gillborn, 1990; Runnymede, (1993). In UK schools this has meant a condemnation of predominant Anglo-Saxon perspectives ignoring or undervaluing the perspectives of Afro-Caribbean or Asian Britishers - the Welsh, Irish and Scots have been treated in the same way for much longer! This orthodoxy has implied that ethnocentrism de-motivates ethnic minority children in school who get only negative evidence about the culture of their ancestors from History, Geography and other subject lessons. The

absence of ethnic minority teachers (Singh Guman, 1995) aggravates this as role modelling is an important element in classroom dynamics. But this political correctness has resulted in ensuring that textbook vocabulary and illustrations contain positive and explicit evidence that knowledge comes from creative thinkers throughout the world, beyond and within national and ethnic frontiers. Political correctness is not confined to the UK. However, it has got out of hand, according to some, with nursery rhymes such as "Baa, baa, black sheep" and words such as "blackboard" being denounced as being insulting to non-white people and therefore taboo.

Published comment about this has focused on the early years of life, with toys and texts for nursery, primary and secondary education being its targets. The tertiary sector in education has apparently been assumed to be free of race-related prejudices because of the sophisticated intellect and overall maturity of its students and staff. Certainly there are more (proportionally) non-Anglo-Saxon teachers and students in Higher Education than in the lower sectors of education, and they seem on the surface to be fully integrated into normal campus activity, with little evidence that ethnicity in itself causes academic or social problems.

Teacher education bridges across all four sectors as its students are prepared in both higher education institutions and the schools. I have recently been working in the UK with teacher trainees and experienced teachers from eastern Canada and Malaysia. As part of their UK courses, they have had to undertake teaching in Devon schools.

Malaysian and Canadian student-teachers in England: Opinions and experiences

I selected Canadian/Malaysian teachers of subjects that are assumed to need to be particularly sensitive about ethnocentric issues - History, Geography, English language and literature. There were no Canadian or Malaysian teachers of Religious Studies. The prevailing opinions of all 20 respondents were that "It's a privilege to study in an overseas country" and "It's a privilege to meet overseas

students, including school-aged students". Most of them also admitted to there being a certain mystique about gaining a British qualification. If the student is fully and generously financed by a state scholarship then clearly they are privileged. If the qualification from the UK university guarantees a high-salaried job when the student returns home, then clearly this is a privilege. But beyond that?

They were asked if their ethnicity had made a positive or negative contribution to their school-work. Many answered in the affirmative, some in the negative; most, perhaps surprisingly, claimed that it had not been an issue, either in terms of lesson-content or inter-personal relationships in the classroom or staffroom.

The evidence from these students is overwhelmingly positive. It seriously challenges the premises of the attackers of mono-ethnocentrism, especially anglo-centrism. The Canadian student-teachers taught Geography and History very much from their own national point of view, but readily adapted their materials when their British colleagues requested them to do so as this was seen to be helpful to the pupils: their prevailing attitude was to shrug their shoulders and say "When in Rome do as the Romans".

Those who were encouraged to teach to their personal experiential strengths and design classroom work around the Geography and History of Canada, unashamedly did so from a Canadian-centric stance. Their views about imperialism and Britain's position in the contemporary world were often different from those held by their British students and colleagues. Far from this being a problem, it proved to be enriching and popular. Modern Canada has citizens with forebears in Asia and Africa as well as Europe and America, but the Canadian students in this sample were mostly from Ontario and all were of European origins. They were self-selected and were expecting and looking for confirming experiences in the UK as they were interested in, and identified with, many British ways. Their explicitly expressed hostile opinions about their fellow Canadians in French-speaking Quebec gave cause to not be too credulous when they protested their inter-cultural tolerance.

The Malaysian students too were perhaps atypical, all being prospective teachers of English in secondary schools. They did

represent all three of their nation's ethnic composition - Malays, Chinese, Indians. Unlike the Canadians, they were visibly not "European" with their dark skins and they often dressed differently from British people. Many of them are Muslim, though Christianity and Chinese Buddhism, and to a less extent Hinduism and Sikhism, happily co-exist. Most of them use English as a second language. These are all potential reasons for parochial Devonian schoolchildren exhibiting xenophobia. However, not one Malaysian reported anything remotely like that happening.

Why were the Devon school pupils and their teachers not defensive or aggressive when the Canadians would interpret historical events and personalities differently from them - and not just about Canadian history, but about world-wide issues such as the World Wars or the United Nations? Why cannot the British in general be equally open to Indian British teachers giving an Indian perspective to British history in India or to Afro-Caribbean teachers giving a black perspective to the sugar or slave trades? Why should there be a problem if the skin colour of the British teacher is different from that of the pupils? It did not pose a problem for the Malaysians in Devon schools. Indeed this was an asset. Is it easier to accommodate the Canadians because they are white and their country has been an attractive place for Britishers to emigrate to... whereas black or brown British teachers are British citizens with ancestors who often come from developing parts of the world and whose obvious cultural differences are all too often perceived as being inferior? The Canadians, the Malaysians and the Asian-Afro-Caribbean Britishers all share forebears who at one time or another were ruled by imperial Britain.

In fact, the Malaysian student-teachers echoed the experiences of the Canadians. Either Devon children are encultured to be polite and respectful to their teachers, or they were well aware that the Malaysians were "foreigners" and would be going back to their home country in due course. As such, they were in no way threats as next-door neighbours or competitors for scarce jobs. When the Devon children were introduced to Malaysian writers in English literature and when Malaysian English was examined in class lessons the Malaysian students were not met with racist

jibes. Malaysian culture/s was/were apparently readily appreciated by the school children.

No Devon parent registered any objections to their children being exposed to Malaysian or Canadian opinions. This was not seen as detracting from the school's chances of doing well in OFSTED inspections or National Curriculum assessments.

The one recurring difficulty both the Canadians and the Malaysians admitted to was in regard to pupil behaviour. Both found classroom discipline in England more relaxed and noisy than they each regarded as normal in their home country's schools. They repeatedly reported that many of the British teachers used inconsistent or unnecessarily negative control methods. They felt that British standards of dress and tidiness were too lax. They also found pupils resistant to being given as much homework and self-directed study as is taken for granted in their respective home countries. Despite the NCC and the 1988 Education Reform Act, the Malaysians and the Canadians found that Devon teachers had more freedom in choosing both their lesson content and their teaching methods than they would have when they returned home to teach. These cultural differences were more problematic than anything to do with religious beliefs, skin colour or eating preferences. From their perceptions, the classroom's ecosystem had little to do with race-related matters.

On the whole, however, the prevailing culture of the British classroom was recognisably similar to those of Canada and Malaysia, and the basic ideas about what constitutes effective teaching and learning as identified by writers such as Brown and McIntyre (1993), Wragg (1984) and Ruddock et al (1995) equipped them to develop confidence in their teaching both in the UK and in their home countries, and none of them anticipated any difficulty in applying what they had learnt in the UK to their teaching in their home countries.

Nor did any Canadian or Malaysian student teacher experience personal or professional problems because of the multicultural mix in the university. On the contrary, they found it easy to make friends with British students and their contributions to seminar work were much appreciated for their distinctiveness.

Does this suggest that in higher education or in Devon there is no racism or undervaluing

of non-Anglo-Saxon cultural perspectives? This is unlikely, and there is published evidence of all forms of racism both in Devon and in Higher Education (Jay, 1994; Taylor, 1995). Does this mean that overseas students in Britain are so determined to make the most of their time in the UK that they select their experiences to cocoon themselves from what they do not want to risk encountering? Are they sent to schools and to British schoolteachers who are known to the university to be keen to welcome overseas students as colleagues in training? Is the general atmosphere in these schools predominantly *laissez-faire*, tolerating difference? Or is the sample of twenty and the data-collecting methods used an unsound basis on which to draw any kind of generalisable conclusions other than to say that, for the individuals in these particular groups of student-teachers and school-pupils, ethnocentrism and anglo-centrism were not classroom problems.

Conclusion

The atmosphere resulting from the multicultural mix in British city schools located in multi-ethnic environments is probably a long way from that of Devon schools, and the experiences of non-white British teacher-trainees may be tougher than those of the overseas visitors to Devon. Research is currently underway at Exeter to investigate the actual experiences of non-white British student teachers in Devon schools to find out whether they are significantly different from those of other trainee-teachers, including the overseas students. Whatever the real or major reasons are for any inter-cultural tension, it would not seem to be due to ethnocentrism in teaching materials. Much of the teaching content and comment by the Canadians and Malaysians was quite explicitly ethnocentric. Put in a well-prepared context, non-Anglo-Saxon perspectives can and do stimulate the most parochial pupil. The parochialism of Devon's pupils (Taylor, 1995) is well-documented, but their interest in the opinions of the Canadian and Malaysian student teachers suggests that they are receptive to cultural challenge from their teachers. The presence of overseas student-teachers in Britain is to be encouraged as it offers a positive contribution to the development of greater inter-cultural tolerance. Optimistically, it can be conjectured that such experiences will help Devon's young people to

mature into more informed adults who will live at ease within their nation's multi-ethnicity.

P.S. This was written some time before an interesting article appeared in **The Sunday Times** in England on 6th October 1996 under the heading 'US Teachers decry unruly British pupils', written by their Education correspondent, Judith O'Reilly. This report is based on the experiences of many American teachers on an exchange programme working in schools throughout England. While they admit to having seen many examples of sound professional practice, the prevailing picture which they will take home with them from England is that our pupils are badly behaved and lazy. This is consistent with the experiences of our Canadian and Malaysian students.

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Teaching for a Sustainable World: Environmental Education for a New Century

John Fein

In the middle of the 20th century, we saw our planet from space for the first time. Historians may eventually find that this vision had a greater impact on thought than did the Copernican revolution of the 16th century, which upset the human self-image by revealing that the Earth is not the centre of the universe. From space, we see a small and fragile ball dominated not by human activity and edifice but by a pattern of clouds, oceans, greenery, and soils. Humanity's inability to fit its doings into that pattern is changing planetary systems, fundamentally. Many such changes are accompanied by life-threatening hazards. This new reality, from which there is no escape, must be recognized - and managed. (World Commission on Environment and Development 1987, p. 1)

Schools and teachers are often called upon to help assuage society's problems. This is to be expected given the government funds allocated to education and the desire for schooling to be relevant to social questions, issues and problems. Thus, there are demands that school programmes be vocationally relevant, promote intercultural appreciation and harmony, develop personal and

interpersonal skills, encourage active and informed citizenship, and so on. Hazlett (1979) has described the policy process through which social problems in society become educational ones when:

The nation tends to reduce political, social, and economic problems to educational ones and claims to expect schools to cure present ills and provide for a brighter tomorrow for individuals and the collectivity. (p. 133)

Multicultural education, school-industry links, consumer education and political education are curriculum responses to this process. There is justifiable debate about the ethics and ideological motivations of this process and about the style of political and administrative decision making often involved. However, there can be little dispute over the fact that such "educational problems" and associated curriculum developments in schools place additional demands on teacher education programmes.

Environmental education and development education are other such "educational problems" which requires a response in schools and in teacher education. The rising levels of public awareness of the problems of

environmental degradation and global inequalities in recent decades are manifested in growing concerns over the stability of ecosystems, the sustainability and equity of present patterns of development, and the quality of life to be enjoyed by present and future generations. Many schools have been motivated by student, parent, teacher and government interest in these issues to incorporate environmental and development education into their programmes and have developed a range of innovative programmes and activities. These have been supported by the policy processes within education systems and the provision of guidelines, resources, and opportunities for professional development. Teacher educators, especially in geography, social education and science curriculum courses, have responded in a number of ways to the growing need for professional development in environmental education at both the pre-service and in-service education levels, also.

The Challenge of Sustainable Development

The last decade of the twentieth century is a time of heightened public awareness of the scale, severity and complexity of many global problems. Numerous reports indicate that public concern for the environment is at unprecedented levels throughout the world (Dunlap, Gallup and Gallup 1992). Concern has been growing since the early 1960s over problems as diverse, yet global in impact, as atmospheric warming and climatic change, the destruction of rainforests and threats to biodiversity, accelerating rates of land degradation and desertification, population-resource imbalances, urban decay, nuclear accidents, the disposal of toxic wastes, and a range of other threats to the quality of human life and the sustainability of ecosystems.

There are also rising levels of concern about the problems associated with global inequalities in standards of living and human well-being. These problems include regional conflicts, great imbalances in the consumption of resources between countries and regions, droughts and famine - sometimes on near-continental scales - the increasing marginalisation of women, ethnic minorities, indigenous peoples, the unemployed and the physically disabled, accumulating foreign debt, the failure of the world to solve the trade and transport problems

that still cause hunger and malnutrition, and the necessity for many people to over-exploit the resources of their local environment for daily survival.

The United Nations World Commission on Environment and Development (1987) recognised the interdependence of these environmental and development issues. It noted that:

"Until recently, the planet was a large world in which human activities and their effects were neatly compartmentalized within nations ... and within broad areas of concern (environmental, economic, social). These compartments have begun to dissolve. This applies in particular to the various global 'crises' that have seized public concern, particularly over the last decade. These are not separate crises: an environmental crisis, a development crisis, an energy crisis. They are all one" (p. 4).

The Commissioners reported that this realisation made them focus on one central theme: many present development trends leave increasing numbers of people poor and vulnerable and at the same time degrade the natural environment. As Elizabeth Dodswell, the Executive Director of the United Nations Environment Programme (UNEP) has stated:

"One point is of pivotal significance. No long-term strategy of poverty alleviation can succeed in the face of environmental forces that promote persistent erosion of the natural resources upon which we all depend. And no environmental protection programme can make headway without removing the day-to-day pressures of poverty that leave people little choice but to discount the future so deeply that they fail to protect the resource base necessary for their own survival and their children's well-being". (Dodswell 1995, p. 2)

The conclusion of the World Commission was that humankind requires new, more ecologically sustainable and socially just, approaches to development. In fact, many of these approaches are not 'new' but are to be found in the wisdom and values that inform the principles of living sustainably that have characterised indigenous and farming peoples in many parts of the world for thousands of years. They are also to be found in the programmes and campaigns for appropriate and sustainable development of the ecology movements around the world, and especially in the women's ecology movement in the South (Shiva 1989; Rodda 1991).

People and their governments are yet to realise the full implications of the message of sustainable development. However, they are becoming increasingly aware of the links that exist between human development and the environment. Instead of seeing the environment as nature and natural systems alone, we are coming to see it in an holistic sense as the totality of our surroundings and existence which results from the way we use nature and its resources to satisfy our needs and wants. This means seeing the environment as a complex web of global social, cultural, economic and political as well as geo- and bio-physical components. It also means realising that environmental and development problems cannot be understood without reference to social, economic and political values, and that managing the global crisis will depend upon changes in personal values, lifestyle choices, and global patterns of development and trade.

Relating the indivisible nature of these dimensions of the environment with the quality of life and living conditions of people all over the world, Dodswell has stressed the wisdom of the outcomes of the 1992 United Nations Conference on Environment and Development (the Earth Summit) which tied the achievement of environmental sustainability with overcoming the problems of poverty, illiteracy and militarism. She writes:

"... the Earth Summit at Rio de Janeiro saw the essential indivisibility of environment, peace and development. It also recognized that global interdependence could no longer be conceived only in economic terms. Alongside, there was the recognition that the root causes of global human insecurity reached far below the calculus of military parity. They were related to the instability spawned by widespread poverty, squalor, hunger, disease and illiteracy. They were connected to the degradation of the environment. They were enmeshed in inequity and injustice". (Dodswell 1995, p. 2)

To help bring about the changes in social and economic thinking, practices and institutions that can promote this view, Schleicher (1989) writes of the need for a new "ecological ethic, ... an ecologically oriented value system" based upon "fundamental change(s) in human attitudes and actions towards ourselves and the environment" (pp. 277-278). The scope of such a change in social values has been likened to a

change in social paradigms or world views. This would involve a process of change towards social systems, institutions and practices guided by values such as: empathy with other species, other people and future generations, respect for natural and social limits to growth, support for careful planning in order to minimise threats to nature and the quality of life, and a desire for change in the way most societies conduct their economic and political affairs (Milbrath 1989, pp. 58-87).

While there is debate about particular directions and the pace of this "paradigm shift" and about the effectiveness of different strategies for social change, there seems to be wide agreement, both in Australia and internationally, that education has an important role to play in motivating and empowering people to participate in environmental improvement and protection. Indeed, as early as two decades ago, education was described by one commentator as "the greatest resource" in this endeavour (Schumacher 1973, p. 64).

The four major international environment reports of recent years have emphasised this also. The common theme of these reports is the search for sustainable patterns of development and living that can redress present day environmental decline without jeopardising the ecosystem or resource base for future generations.

The Brundtland Report of the World Commission on Environment and Development (1987) argued that "the world's teachers ... have a crucial role to play" in helping to bring about "the extensive social changes" needed for sustainable development (p. xiv). The 1980 World Conservation Strategy was quite explicit about the role of education in bringing about such changes. It argued that:

Ultimately, the behaviour of entire societies towards the biosphere must be transformed if the achievement of conservation objectives is to be assured. A new ethic, embracing plants and animals as well as people, is required for human societies to live in harmony with the natural world on which they depend for survival and well-being. The long term task of environmental education is to foster or reinforce attitudes and behaviours compatible with this new ethic. (IUCN, UNEP and WWF 1980: Section 13)

This message was repeated in *Caring for the*

Earth: A Strategy for Sustainable Living which was prepared as the World Conservation Strategy for the 1990s (IUCN, UNEP and WWF 1991). *Caring for the Earth* argues that education has a vital role to play in ensuring that people learn, accept and live by the principle that "living sustainably depends on accepting a duty to seek harmony with other people and with nature" (p. 8)

"Sustainable living must be the new pattern for all levels: individuals, communities, nations and the world. To adopt the new pattern will require a significant change in the attitudes and practices of many people. We will need to ensure that education programmes reflect the importance of an ethic for living sustainably". (IUCN, UNEP and WWF 1991, p. 5)

Agenda 21 is the internationally agreed report of the United Nations Conference on Environment and Development or "Earth Summit" which was held in Rio de Janeiro in June 1992. *Agenda 21* devotes a whole chapter to the role of environmental education in relation to sustainability:

"Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues.... It is critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision-making". (UNCED 1992, Chapter 36, p. 2)

The theme of ecologically sustainable development which is central to all these calls for environmental education is also central to the vision of a desirable society held by many people today. For example, a recent Australian study of alternative futures and educational objectives, *Visions of a Future Australian Society: Towards an Educational Curriculum for 2000 AD and Beyond* found that ecological sustainability ranked second only to social justice in a priority listing of twenty-two societal and educational goals (Campbell, McMeniman and Baikaloff 1992).

It is important to understand what is meant by ecologically sustainability in such an expectation of education. Unfortunately, definitions of sustainability do vary (Fien 1993a; Orr 1992). However, at the heart of sustainable development is the mitigation of the

impacts humans make on the earth and the way we organise the flows, production and distribution of resources and wastes, which in turn affect what political scientists define as the essential issues of politics: "Who gets what, when, and how?" (after Orr 1992, p. 145).

When sustainability is bracketed with social justice in visions of desirable futures, it is possible to identify a definition of sustainability - and a range of related issues - that education should address if those visions are to be achieved. Such a definition of sustainable development sees it as a process which requires that the use of environments and resources by one group of people does not jeopardise the environments and well-being of people in other parts of the world or destroy the capacities of future generations to satisfy their reasonable needs and wants. Issues of ecological sustainability and social justice that flow from such a view include the following:

n There are great differences in the availability and use of resources around the world with poverty and need in some areas matched by overproduction and over-consumption in others. *How can the over-consumption, waste and misuse of resources by some people be reduced? How can the severe poverty that causes many to exploit the earth just to survive be eliminated? How can the pressure on the environment from both causes be overcome?*

n Some economic activities do great harm to environments, resources and communities. *How can economic activity be made of benefit to the communities and the companies involved, and without critical damage to the environment?*

n Economic growth in some parts of the world is so high that it is leading to the production and consumption of many items that are super-luxuries and use resources that could be used to satisfy the needs of many of the world's poor. *How can the resources consumed by such luxuries be redirected to aid the poor or be conserved for future generations?*

n Relatively high population densities and growth rates in certain parts of the world, and the associated pressure on the local resource base, are symptoms of the legacy of colonialism and present-day structural inequalities in the world economic system rather than causes of environmental problems. Appropriate social

development lies at the heart of the solution to population and environmental pressures.

How can the nexus between the environment, social development and population growth be formulated to ensure the sustainable use of resources?

n The indigenous and farming peoples of many countries have developed an ethic of sustainability and associated land use practices that have preserved their culture and harmony between people and nature for millennia.

How can the rights of these people be maintained and the knowledge and wisdom they possess be shared with others in all parts of the world?

n Women and young people have a vital role to play in environmental care and development, now and into the future. They have viewpoints, skills and interests that can help maximise the potential for sustainable development.

How can the wisdom, courage and talents of women and young people be used as a model for sustainable development policies and practices?

n The most effective arena for action on sustainability and justice issues is the local community.

How can people best organise themselves locally - and liaise with others nationally and globally - to collaborate in the movement towards sustainable development?

(after Beddis and Johnson 1988)

Education for Sustainable Living

These are issues that educationalists in many countries have been slow to address. In concentrating on issues of class and economic reproduction and the reproduction of racial and gender inequalities, educationalists have been slow to analyse the relationship between education and the processes of the world economy, the nature of the dominant model of what counts as economic development, and the environmental destruction upon which it is based. D'Urso (1990) has described the environmental crisis and educational responses to it as "curiously neglected by socio-cultural theorists of education" and urges them to strike "beyond the bounds of current educational concerns" to establish environmental education as "a new and vitally important discourse" (p. 92).

Only recently has this analysis been extended to consider the relationship between education and the reproduction of the environmental values and practices of global

capital. For example, Trainer (1990) has argued that both the overt and the hidden curricula of schools play a major role in reproducing the ecologically unsustainable values of "industrial, affluent, consumer society" (p. 105), including the unquestioned desirability of economic growth and a competitive economy, the importance of individual self-advancement over community well-being, and the correctness of allowing the profit motive and the market to determine economic and social priorities (p. 107).

Issues of environment, social justice and sustainable development pose important questions for the future of human society. They are also important for those who wish to teach for a just and sustainable future and those who are involved in the education of such teachers. This means that those involved in environmental and development education, at whatever level, need to activate the socially critical or reconstructionist tradition in education and promote approaches to curriculum planning and pedagogy that can help integrate social justice and ecological sustainability into a vision and a mission of personal and social change. Orr (1992) argues that such an approach to education is "unavoidably political" but that to attempt to "stand aloof from the decisions about how and whether life will be lived in the twenty-first century ... is to condemn ourselves to irrelevance" (p. 145).

The social, economic, political and ecological imperatives of the concept and processes of sustainable development outlined in this section have established a renewed agenda for environmental education which links it very closely with development education. The World Conservation Union (IUCN) has described this new direction for environmental education as "education for sustainable living". The British Environment, Development, Education and Training Group's report, *Good Earth-Keeping: Education, Training and Awareness for a Sustainable Future* identifies a number of goals of what it calls "education for sustainability":

"We believe that education for sustainability is a process which is relevant to all people, and that, like sustainable development itself, it is a process rather than a fixed goal. It may precede - and it will always accompany - the building of relationships between individuals, groups and their environment. We argue here that education for sustainability is a process which:

■ enables people to understand the interdependence of all life on this planet, and the repercussions that their actions and decisions may have both now and in the future on resources, on the global community as well as their local one, and on the total environment.

■ increases people's awareness of the economic, political, social, cultural, technological and environmental forces which foster or impede sustainable development.

■ develops people's awareness, competence, attitudes and values, enabling them to be effectively involved in sustainable development at local, national and international level, and helping them to work towards a more equitable and sustainable future. In particular, it enables people to integrate environmental and economic decision-making.

■ affirms the validity of the different approaches contributed by environmental education, and development education and the need for the further development and integration of the concepts of sustainability in these and other related cross-disciplinary educational approaches, as well as in established disciplines". (Sterling/EDET Group 1992, p. 2)

The NGO Forum at the Earth Summit endorsed a treaty on Environmental Education for Sustainable Societies and Global Responsibility (NGO Forum 1992) which developed a number of principles to guide the future direction of environmental education so that objectives such as these may be attained: These principles are:

1. Education is the right of all; we are all learners and educators.
2. Environmental education, whether formal, non-formal or informal, should be grounded in critical and innovative thinking in any place or time, promoting the transformation and construction of society.
3. Environmental education is both individual and collective. It aims to develop local and global citizenship with respect for self-determination and the sovereignty of nations.
4. Environmental education is not neutral but is value-based. It is an act for social transformation.
5. Environmental education must involve a holistic approach and thus an inter-disciplinary focus in the relation between human beings, nature and the universe.

6. Environmental education must stimulate solidarity, equality, and respect for human rights involving democratic strategies and an open climate of cultural interchange.

7. Environmental education should treat critical global issues, their causes and inter-relationships in a systemic approach and within their social and historical contexts. Fundamental issues in relation to development and the environment, such as population, health, peace, human rights, democracy, hunger, degradation of flora and fauna, should be perceived in this manner.

8. Environmental education must facilitate equal partnerships in the processes of decision-making at all levels and stages.

9. Environmental education must recover, recognise, respect, reflect and utilise indigenous history and local cultures, as well as promote cultural, linguistic and ecological diversity. This implies acknowledging the historical perspective of native peoples as a way to change ethnocentric approaches, as well as the encouragement of bilingual education.

10. Environmental education should empower all peoples and promote opportunities for grassroots democratic change and participation. This means that communities must regain control of their own destiny.

11. Knowledge is diverse, cumulative and socially produced and should not be patented or monopolised.

12. Environmental education must be designed to enable people to manage conflicts in just and humane ways.

13. Environmental education must stimulate dialogue and cooperation among individuals and institutions in order to create new lifestyles which are based on meeting everyone's basic needs regardless of ethnic, gender, age, religious, class, physical or mental differences.

14. Environmental education requires a democratisation of the mass media and its commitment to the interests of all sectors of society. Communication is an inalienable right and the mass media must be transformed into one of the main channels of education, not only by disseminating information on an egalitarian basis, but also through the exchange of means, values and experiences.

15. Environmental education must integrate knowledge, skills, values, attitudes and actions. It should convert every opportunity into an educational experience for sustainable societies.

16. Education must help develop an ethical awareness of all forms of life with which humans share this planet, respect all life cycles and impose limits on humans' exploitation of other forms of life.

These principles are beginning to become important in reframing conceptions of environmental education (Robottom 1994). In Canada, the National Round Table on the Environment and the Economy has sponsored the Learning for a Sustainable Future organisation which has published a framework for implementing the principles of education for sustainability in the school curriculum (Learning for a Sustainable Future 1993).

Many aspects of traditional approaches to environmental education contribute to education for sustainable living. For example, the UNESCO-UNEP International Environmental Education Programme has sought to integrate issues of ecological sustainability and social justice. For example, the preamble to *The Belgrade Charter* (UNESCO-UNEP 1976) upon which many international developments in environmental education have been based located environmental education within the global movement for a New International Economic Order directed at solving the social and environmental problems that flow from poverty, hunger and exploitation:

"Inequality between the poor and the rich among nations and within nations is growing and there is evidence of increasing deterioration of the physical environment in some forms on a world-wide scale....

What is being called for is the eradication of the basic causes of poverty, hunger, illiteracy, pollution, exploitation and domination. The previous pattern of dealing with these crucial problems on a fragmentary basis is no longer workable....

It is absolutely vital that the world's citizens insist upon measures that will support the kind of economic growth which will not have harmful repercussions on people; that will not in any way diminish the environment and their living conditions....

We need nothing more than a new global ethic - an ethic which espouses attitudes and behaviour for individuals and societies which are consonant with humanity's place within the biosphere

It is within this context that the foundations

must be laid for a world-wide environmental education programme that will make it possible to develop new knowledge and skills, values and attitudes, in a drive towards a better quality of environment and, indeed, towards a higher quality of life for the present and future generations living within that environment" (UNESCO-UNEP 1976, pp. 1-2).

However, education for sustainable living requires a reconceptualisation of some aspects of environmental education and some of the assumptions upon which it has often been based. Much of the dominant discourse in environmental education, even some of the prescriptions for environmental education objectives, content and teaching methods that have emanated from the International Environmental Education Programme and other sources of legitimation in environmental education, such as journals and textbooks, have been based upon a technocentric approach to environmentalism which favours initiating young people into the concepts and skills needed for finding scientific and technological solutions to environmental problems without addressing their root social, political and economic causes (e.g. see Huckle 1983; Fien 1993b).

Approaches to environmental education which ignore the issues of justice and ecological sustainability are guided by a technocratic rationality and behaviouristic goals of reductionist Western science and Western approaches to development (Robottom 1989; Greenall Gough 1993). Ecofeminists such as Carolyn Merchant (1980) and Vandana Shiva (1989) have traced the patriarchal assumptions and attitudes to nature, women and development upon which Western science is based as a major cause of environmental exploitation and the increasing marginalisation of many of the world's people. Environmental educators need to be aware of this critique of the assumptions upon which environmental education has developed and examine the call made by Shiva (1989) for a new environmental science. In directing us towards a new environmental "science", she urges us to consider the knowledge base and goals of the women's ecology movement in the South as a model. She writes:

A science that does not respect nature's needs and a development that does not respect people's needs inevitably threatens survival. In their fight to survive the onslaughts of both,

women have begun a struggle that challenges the most fundamental categories of Western patriarchy - its concepts of nature and women, and of science and development. Their ecological struggles are aimed simultaneously at liberating nature from ceaseless exploitation and themselves from marginalisation. They are creating a feminist ideology that transcends gender, and a political practice that is humanly inclusive; they are challenging patriarchy's ideological claim to universalism not with another universalising tendency, but with diversity; and they are challenging the dominant concept of power as violence with the alternative of non-violence as power. (pp. xvii-xviii)

Viewed from this perspective, environmental education and environmental education policies need to reflect an alternative epistemology which values diverse ways of knowing, identifies with the people and communities they purport to serve, and respects community-based approaches to social change. Education for sustainable living is one such reconceptualisation of environmental education.

Conclusion

Teacher educators and others charged with the professional development of teachers and environmental educators are invited to consider the arguments presented in this paper; to critique, trial and evaluate the modules in publications such as *Teaching for a Sustainable World*; and to interact with members of the environmental education and development education communities in their countries in order to find ways of addressing the global crisis of development, environment and sustainability. Perhaps, then, as teacher educators, we will be able to stand with those who have refused to "stand aloof from the decisions about how and whether life will be lived in the twenty-first century" (Orr 1992, p. 145) and will be able to say with Kirk (1977) that our work has contributed to the task of education as:

"... the catalyst that not only saves the human race from extinction, but (which) also ... serves to unite all the people of the world in a common effort to find solutions to the perplexing and difficult problems that threaten life on the planet". (p. 350)

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Using Alternative Assessment Practices In Teacher Education

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In the United States, there is currently a widespread educational reform movement that advocates alternative assessment practices. Words such as performance-based assessment, portfolio assessment, outcome-based assessment, and authentic assessment are common examples of this movement. The purpose of this article is to give a brief overview of the theoretical assumptions associated with alternative assessment, and to share how we use these practices in our teacher education classes.

Assumptions of Alternative Assessment

Alternative assessment is based on a set of theoretical assumptions. One important assumption is that alternative assessment embraces a democratic decision-making process (Heron, 1988). Unlike traditional assessment where the teacher alone has the power to make decisions about what is learned and how it is assessed, teachers who use alternative assessment practices expect students to participate in making decisions. Teachers value input from students about what is important for them to learn and how well they are learning. In addition, instead of expecting students to accomplish tasks without the assistance of others, in classrooms that use alternative assessment practices, students and teachers are co-learners, freely expressing and testing their ideas together. In these social milieus, collaborative learning is valued. Teachers and students "are intellectually responsible to each other for creating a substantive curriculum in the classroom" (Bintz, 1991, p. 311). Advocates of alternative assessment practices view assessment as part of the curriculum; they believe assessment should be guided by the same principles that guide our work in developing curriculum (Bintz & Harste, 1994; Johnston, 1992; Short & Burke, 1991).

Another assumption of alternative assessment surrounds the issue of knowledge. Unlike the traditional assessment belief that knowledge has "the same meaning for all individuals everywhere" (Berlak, 1992, p. 13), advocates of alternative assessment believe knowledge has "multiple realities with their accompanying multiple meanings" (Roderick,

1991, p. 3). Thus, in classrooms that use alternative assessment practices, learning is not a passive process with teachers filling the "empty vessels" of students' heads (Freire, 1990), but rather an active process that entails "producing, rather than reproducing knowledge" (Newmann & Archbald, 1992, p. 72). The focus on developing lower-level thinking skills shifts to increasing real-world, problem-solving capabilities. This challenges students to observe, think, question, and test their ideas (Herman, et al., 1992).

Another important assumption of alternative assessment involves the purpose of evaluation. Instead of the traditional evaluation of students' final products, using a pencil/paper test (Bertrand, 1993), both the process and the product is evaluated. From this perspective, the purpose of evaluation is not to determine what students do not know, but rather to determine what they do know (National Council of Teachers of Mathematics, 1995). Thus, instead of creating a system that classifies and rank orders students (Berlak, 1992), a system is created that enhances students' learning. Students gain feedback about their learning, they gain new direction, and are able to progress in their learning (Short & Burke, 1991).

Educators may agree with these assumptions and yet be left wondering how to apply an alternative assessment model in the classroom. There are clear connections that exist between assessment, curriculum, teaching, and learning. Next we share our progressive growth in the area of assessment using the assessment categories outlined by the National Council of Teachers of Mathematics (1995): 1) making instructional decisions, 2) monitoring student's progress, 3) evaluating students' achievement, and 4) evaluating our courses.

Our Assessment Process

Since the successful use of alternative assessments is a process, we started this journey with one change. Specifically we began in the category of making instructional decisions through analyzing and changing our questioning techniques.

Making Instructional Decisions

Questioning techniques are used by all teachers as a method of monitoring instructional decisions. Within our classes we began changing the structure of our questions by designing more questions that were open-ended with multiple answers. This construction allows the student flexibility in the process of showing or determining the answer or answers. Additionally, these types of questions allow the student and teacher possibilities of exploring ideas together. Consequently, we discovered this method helps us probe the thinking of the student and facilitates the student's learning. By using this somewhat simple technique we became acutely aware that knowledge has multiple meanings that are individually constructed by the learners.

These questions often begin with the words *"Describe, Tell me, Show me, Explain how, How many different ways . . .?"* The questions can be categorized into hierarchical levels, much like Bloom's Taxonomy (McNergney, 1988; Goodwin, 1983). The lower levels are questions that recall facts, or apply facts, such as *"What is this shape called?"* or *"What are the factors of 42?"* *"What is the boy's name?"* Notice how these questions often have only one answer. The middle level questions involve students hypothesizing and predicting or designing procedures. Examples of these middle level questions are *"How can you estimate the number of marbles in this jar?"* or *"Are there other ways of doing this?"* The higher levels of questions involve individuals interpreting results, such as *"So what does that tell us about numbers that end in five or zero?"* or applying reasoning *"Why is the sum of two odd numbers always even?"* *"What do you predict will happen next in the story?"* (Straker, 1993). Through initiating these types of questions, we, as teachers, don't have to know the answers to all questions. Instead, the purpose of these questions is to focus on inquiry, to allow the students to remain actively engaged, and to invite multiple interpretations. We **all** have come through this process.

As teacher educators, we continually informally monitor our students' understanding as they relate to others in the classroom, answer questions, or perform specific classroom tasks. Consequently, an additional alternative assessment strategy is to record the **observations** of students' performing tasks. This is accomplished on a spreadsheet-designed

check-list or through individual narrative statements. During one class session, we observe and document approximately one-third of the preservice teachers. Indirectly, we've learned that through observations we assess for the purpose of modifying our instructional design, and check on individual student's progress, group interactions, and overall dispositions within the class.

Monitoring Students' Progress

We found another way to determine the progress of students is to provide an opportunity for them to respond to happenings within the class. One way this is done by using **Exit Slips**. This communication can either be through initiating a free write, where the students write comments or concerns about the class content, or by using a writing prompt that encourages reflection. Either way, at the end of each class the students are communicating anonymously to us concerning their immediate feelings and concerns. We also use **journal writing**, another alternative assessment strategy, for students' reactions to classroom readings, assignments, or feelings about their clinical experiences.

Evaluating Students' Achievement

Consistent with our goal to establish a democratic classroom, we frequently invite students to contribute to the course design. One example is the creation of a task-specific, analytic **rubric** that describes the levels of performance for an assignment. This teaching strategy allows students to become more clear about what is expected of them. The rubric additionally helps delineate the agreed upon standards for their work. This joint effort of developing rubrics demonstrates not only a shared model of power and control, but also how learning and evaluating is a collaborative process.

Gradually we are moving towards establishing classrooms that balance **self, peer, and teacher evaluation**. For example, peer assessment is incorporated into all writing assignments, group projects, and class presentations. Students self-assess all required assignments, as well as write a comprehensive self-assessment at the end of the semester.

Evaluating a student's achievement can be accomplished by several methods. One way is through **performance assessments** often coupled with **interviewing techniques**. Performance assessments enable students to be

judged while actually carrying out a task (Stenmark, 1991). Although this alternative assessment provides much information, this type of evaluation is best accomplished with a smaller number of students.

Another popular alternative assessment that evaluates students' achievement is a **portfolio**. Portfolios are a collection of students' work that provides evidence of their growth over time. As a note of caution, students will need to have considerable preparation in accomplishing this extensive project to make it a maximum assessment tool for the teacher educator, and them. Since reflection is the key to making this project beneficial for all, students need to be guided to determine their specific goals, to understand how to reflect meaningfully, and to understand and incorporate artifacts or objects that trigger the reflective process. Additionally, the criteria for assessing the portfolio should be a joint effort, encompassing areas such as: 1) why the artifact is included, 2) where you were before, 3) where you are now, 4) what you learned, and 5) how this topic relates to your goal. Since portfolios are being requested as part of staff development and for personnel advancement purposes, we believe it is beneficial if all teacher educators develop a portfolio before assigning this to the class of students.

Evaluating Our Courses

One of the most positive outcomes of using alternative assessment practices is the new insights we gain from our students about revising and restructuring our classes. Our course syllabi are extensive with the university's and our expectations clearly stated and on the first day of class, we ask students to identify individual goals they have for the class. One example of how these goals are revisited is when Sheryl in an elementary math methods class requires the students to develop a Self-Discovery Paper at the end of the semester. This paper, with one question "How have I grown in understanding of mathematics and mathematics instruction K-8 during this course?" helps the students to evaluate their own individual goals as they relate back to the initial writings. It also provides an opportunity for us to reassess our course goals. For instance, upon reading a student's comments, Sheryl recognized she needed to reflect also:

Ralph, I must admit that I have read, re-read and re-read your Self-Discovery Paper, gleaning

much more than you'll ever know out of it. I sincerely appreciate your honesty in telling your story as you see it. I have made comments at the side as I have felt them, but in re-reading these see much more. Your growth in mathematical understanding is not the traditional one, but very much evident. In fact, it is probably the more realistic attitude to take regarding mathematics education. Too often the classroom is rather stale—even ours, at not relating to the real world. I had to assess our own classroom and see where the real world entered. NOT TOO OFTEN, (sad face) even though I am astutely aware of it. So in reading your Self-Discovery Paper, I felt discontented because in part you had discovered the flaw in our class as well as in my teaching. . . . Thanks for risking to share this with a rather traditional teacher who is trying to make mathematics in the classroom more relevant. I felt the drench of cool water and need to wake up a little more! Other ways, although not mine, are just as good if not more accurate and more realistic! (Maxwell, 1992).

Thus, when developing the classroom culture that encourages honesty, reflection, questioning, and assuming responsibility for one's learning, assignments not only assess students but also us. We have choices to make. We can grow, however painfully that may be, or we can become disgusted and lash out seeking to penalize our students. For us exit slips, reactions, journals, and self-assessments provide a weekly barometer reading of our students' progress. Often, we feel privileged to gain a previously unseen aspect of each student.

Summary

As we try new procedures, we have chosen to start small, to reflect on the progress, and to assess the effect on students. We recognize that only through this continual emphasis on alternative strategies of assessing, can we use the four phases of the assessment process: making instructional decisions, monitoring student's progress, evaluating students' achievement, and evaluating our courses (NCTM, 1995). During the past few years, presenting assessment strategies have become increasingly more important within our teacher preparation classes. The students seem to have captured the essence of the purposes of alternative assessment as indicated in the following excerpts:

Alternate assessment requires the teacher to

respond to the process rather than the product. Learning about the many alternate ways of assessing has opened new doors for me. It makes perfect sense to assess using the materials and the methods that were used to instruct. This allows the students to not only come up with correct answers, but the teacher can determine if the concept is understood. . . . It is a good feeling to be able to truly assess a student's abilities and know that they do understand the concept.

I also believe giving alternative assessments teaches you more about yourself, what you as a teacher may need to improve on during instructions. What I learned most about myself is that I am capable of teaching and assessing students in a variety of ways. . . . I know that sometimes I wouldn't word a question accurately, and I would get a completely different answer than I was looking for.

In assessing by this format, [observations, questioning, interview, performance tasks, self-assessment, portfolio, etc.] we gain information about what the student knows and not what they do not know. These strategies also allow assessment to become a part of the teaching, and not just something that comes at the end of the unit. Assessment becomes a diagnostic tool! (Maxwell, 1992)

Each shift in using an alternative assessment strategy represents movement along a continuum toward improved assessment techniques. Table 1 highlights some of the aspects we believe we have accomplished in our classes.

Assessment reform is a journey, not a destination. Although our routes may differ, the goal is the same: to facilitate our students' learning and self esteem.

Toward	Away From
<ul style="list-style-type: none"> n Assessing students' knowledge in differing ways n Giving students multiple opportunities to demonstrate their understandings n Developing a shared vision of how to assess what is requested n Basing inferences on multiple sources of evidence n Viewing students as active participants in the assessment process n Regarding assessment as continual n Aligning assessment with curriculum instruction 	<ul style="list-style-type: none"> n Assessing discrete facts and isolated skills n Restricting students to a single way of demonstrating their knowledge n Development of assessment by teacher only n Basing inferences on restricted or single sources of evidence n Viewing students as the objects of assessment n Regarding assessment as conclusive n Treating assessment as an independent of curriculum or instruction

(NCTM, 1995) Table 1

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Youth Skill Training: a Progress Report

Wanjiku Kironyo

Kenya is a developing country which faces problems such as high unemployment, low literacy rates, high birth rate and poverty. These problems are mostly found in the acute slums of Mathare Valley. It is therefore becoming necessary to have support methods for the youth of these slum areas. There is a youth camp at Maji Mazuri Centre (MMC) whose basis gives youth a chance to develop their skills and talents.

In order to reach out to the youth in this slum area, Maji Mazuri Centre entered the community through the formation of women's groups. These women have daughters and sons who have taken after their mother in doing some of the activities found in the slum areas. These activities include some such as prostitution and brewing of illicit brews, since their parents always reckon to them that they are old enough to also bring in food to their homesteads.

After identifying potential youth from the slums, Maji Mazuri Centre started activities like tailoring and typing. But there arose some questions which rotate around asking whether it is enough to teach them skills without helping them have a proper approach to good living. This necessitated Maji Mazuri Centre looking at the missing gap in the youth which was mostly to do with their social development.

From the research done, it is noted with concern that the youth from the slum area were either born in the street by their mothers who lived in the streets and were left to fend for themselves, or in prisons by parents who were arrested because of committing crimes. These slum kids hence got introduced to activities that have continued to affect them to date.

They were exposed to early sex since they could see their prostitute parents doing it in their one roomed shanty. The girls especially were used by their mothers to attract customers for the illicit brew. The men who came to buy the brew would touch the girls' breasts with consent since at the end of it all the man would add some money on top of his purchases. With this kind of lifestyle it is not a wonder that a mother and daughter would be sharing the same man.

It has become necessary to train these slum girls and specially to counsel them on how to deal with their emotions, making available for them institutions of learning, helping them to understand their own psychological problems and also to be economically independent so that their lives could be made better.

The boys in the slums face similar problems to the girls but for them they lack the male image in their families. All they see are men who have affairs with their mothers and are

just accommodated for a few days by their mothers. Due to the nature of their homes, these boys sometimes have no proper place to sleep and they always move from one place to another. This makes them easy prey for women prostitutes and therefore they also start engaging in sex at a very early age. Slum women are known to fight over them since they are young and during this era of AIDS they are thought to be less likely to be infected by the disease.

Objectives of the training

Maji Mazuri Centre has set up a youth programme and it is in this programme that the youth are taught life skill training. This aims at making these youth to be economically independent and also to help them divert their attention from activities like prostitution and brewing and taking of illicit brews.. Helping them economically helps in disconnecting a vicious cycle of poverty which characterises the slum people.

In order to help the youth learn how to deal with their psychological and emotional problems, counseling sessions are introduced to them. The youth meet regularly and it is during this time that the group share their experiences, their hurts, fears, past experiences and also that they are taught the basic principles of counseling one another.

In addition to the life skill training, they are helped to improve their eating habits through nutrition education programme. Nutrition and nutritional values are taught to the youth. Cookery lessons and proper diet values are taught to the girls, especially home budgeting basics as it is the girls who are usually the future homemakers. It was important to introduce baking lessons in the life skill training programme as many of them expressed the interest. Baking of all kinds of cakes is also an important lesson. The youth are taught to bake and the excess they sell to make money.

Tie and dye has been introduced in tailoring and dressmaking programmes. They are also taught how to tie and dye materials and garments. This helps them in their tailoring lessons and also they dye materials for sale.

Counseling sessions during the youth meetings also help the youth to form support groups. They don't feel like they are all alone in this life and also they get empowered with new information on how to face life. They are also taught how to face life with confidence and

are also able to achieve at least the goals they have set for themselves. This helps in providing the basis of socio-psychological needs of the youth in Kenya.

The skill training also aims at making appropriate choices for the youth for their future. These choices include or are related to such things as living conditions, family life and education.

During youth meetings the training provides employment skill training where discussions are held for providing possible placement to the youth with training. It is also during such sessions that the facilitator of the youth looks for resource people to talk to the youth about AIDS and drugs in the present society.

The Maji Mazuri Centre also aims at providing a revolving fund which is to assist graduates who wish to start their own business. These youth aim at marketing their skills so as to enhance development in the slum communities.

Workshop for Skill Training Programme

This workshop was held recently and it included the students, the parents, the employers and the facilitator. It was observed that 50% of the skill trained students have been placed for employment. During the workshop it exposed the employers to the background information of understanding the students. They were able to understand the problems the students go through, especially those from the rural setting who set up businesses in the urban centre. They were able to understand problems facing the youth in the slums.

One of the employers, however, said that he was privileged to have assisted one of the youth in the slums. He is proud to have given him a better opportunity in life. The employer, being a carpenter, has taught the youth the skills involved in carpentry and has prepared the student in a way that he can get absorbed into employment. According to the student, the skills that he learnt in the youth camp have helped him in the area of employment. The commitment and the skills of customer service have helped him to be fair and honest to the customers. He keeps his word when he tells customers to collect their work from the shop. His work is of good quality and fairly priced. The customers' work made by the student has encouraged others and therefore his business is growing rapidly. The employer, who works with his son and daughter, has set a good role

model to the student since he has been taken like one of his children. The employer gives the student a basic salary which with time he has been able to save. He has currently purchased 5 bags of charcoal which his mother is selling outside her small house. Maji Mazuri Centre hopes to give him tools so that he can start his own business.

Counselling in job placement and family

After training the youth, possible employers are sought to assist them. These include nursery school owners, hotel owners, carpenters, etc. These employers are approached using educational awareness raising method. The employers are taught how to understand these youth and how to assist them without discriminating against them. They are encouraged not to have low attitudes towards them so that their self esteem is not affected. Employers are visited regularly and given time to talk about their experiences with the youth they are training.

The youth also as a way of discharging meet quite often and it is during that time that they discuss their experiences with their employer and also whether they like their choice of work. During these sessions the youth are encouraged to understand their employer and in case they have been hurt, they are taught how to undergo out letting using self esteem builds.

The youths' parents are also called for meetings where they are educated in the importance of the training that their children are undertaking. Some mothers are known to give their youth a lot of work in the morning like baby sitting. By helping them understand the programme and by involving them, there is always a creation of mutual understanding between the parents, the youth and the programme facilitators.

Success stories of the youth involved

Jane: Jane is born in a family of nine. She is the oldest. She dropped out of school in Std 7 and had to take care of her brothers and sisters. She felt frustrated and lonely at home and had to look for adventure. She started moving around in the neighborhood and at this point she met a man who operated a shop in the neighborhood. The man was so generous to her and she started having an affair with him. She later got pregnant but the man gave her money to keep the pregnancy secret. Jane's child is now 7 years old. She also has a 3-year old girl both of whom are taken care of by her

(Jane's) mother while Jane is in training. Jane after the training started a small business since she had learnt customer service in the training. She has attracted several customers and has eventually looked for someone to help her in her business. The business has enabled her to feed her children and to take her oldest child to school. She is very grateful because of the training.

James: James is 21 years old, born of a single mother in a family of 4 boys and 3 girls. The mother used to brew chang'aa before joining the Wamathina Women group. His mother changed her business and she started selling tea and lunch to many slum dwellers. James graduated from the life skill training programme and started a small business with a loan of Ksh.,15,000. He started selling milk, bread, matches, later he added maize meal, sugar and paraffin. He has recently incorporated his brother who is assisting him to sell when he is away to purchase goods. His business has extended and he even keeps records of all the commodities. He has learnt how to display his shop wares in a way that customers are attracted. Cleanliness in and around the shop has improved and he hopes that in the near future he will be able to move his business premises to another locality.

James feels that it is the skills that he learnt in the youth camp that keeps his business going and not the money. These skills include record keeping, commitment, customer service and marketing and he is grateful and one day he hopes to outgrow Mathare Valley in his business and move elsewhere.

Lucy: Lucy is another success case. Her employer was not able to attend the workshop, however she sent Lucy's supervisor. The supervisor shared with them the initial problem of Lucy as a student. Though the supervisor had a lot of assumption that Lucy was just like any other girl looking for employment, it turned out to be hard for Lucy. Later she learnt about Lucy's background and learnt to help Lucy share out her problems with routine work. After a lot of sharing between her and the supervisor, she has been able to change and today Lucy is the most reliable and honest lady at her work place. She is often entrusted with large amounts of money to take to the bank. She is quick in attending customers and often gets tips from customers who show satisfaction in her work. The employer plans to open a new

branch in Western Kenya. Lucy has become one of courage, always expresses her concern, gives suggestions where necessary and is always reliable.

However, all cases were not a success story. In one case a student was placed at a workshop which was initiated by a Kenyatta National Hospital medical doctor. However, this doctor left his brother in charge, the brother used to disappear and would leave someone else in charge. This has made the business to go down because the student did not have a good model to identify with. He often failed to turn up as there was no one to report to. This student was able to identify the problem affecting the business and was ready to learn from the weaknesses.

During the workshop the parents who were there had a lot to praise because of the work done by the students. One of the parents has seen her daughter consistent in doing something. Previously she was worried about her daughter who was so fussy about self presentation through the use of make-up. She always thought that all was geared towards attracting men. When she reported the daughter's change, she was glad to have learnt that self image was taught in the Centre. After being taught how to be self confident and self assertive, these girls are able to change their lifestyles and live a decent life.

Another mother reckoned that her daughter had bad habits and was always in the company of people with bad characters but the girl has been able to change and is now more concerned about her lifestyle.

It is during the workshop that parents also learnt to understand the youth and the youth learnt to understand the fears and concerns of their parents.

The Handicapped Youth

Mathare Valley is faced by the problem of having handicapped children. Parents neglect their handicapped children and most of them die because of malnourishment. Some of these kids are absorbed in Maji Mazuri Centre where they are given hospital service and school service. These youth are prepared emotionally and psychologically before being engaged elsewhere. Some have their deformities corrected and hence are absorbed in several institutions.

Nicholas: Nicholas is a 13 year old disabled boy. Right now he is at Joy Town School for

the disabled. Previously he was rejected because of his disability and inability to take care of himself. He was recruited in Maji Mazuri Centre and for 3 years he never got a chance to join any school. However, after two consecutive interviews he was admitted to the school. Now Nicholas has been leading in the classroom for the last 5 years. He is also a good swimmer. His parents, despite his achievement, think little of him and have neglected him. They don't visit him in school and it has now become the duty of the staff of Maji Mazuri Centre to take care of him in all aspects.

Joyce: Joyce is a physically disabled girl in the same school as Nicholas. It also took 3 years to secure a place for her in the school. Her mother has 10 children to take care of but is grateful for the help Joyce has received in the institution. She looks at Joyce like she has come back to life. Joyce has undergone operations which have rectified her disabilities and she is able to walk upright with the help of physical therapy shoes.

Mathare Valley being an area with so many physically disabled needs this project so that help and encouragement can be given to those in similar situations.

Conclusion: It has been noted with concern that many men and women especially in the slum areas do not have any kind of basic training. Therefore the future of this country depends on such approaches as undertaken by Maji Mazuri Centre. It was noted with concern that most employers have a tendency to think that all job seekers have bad education or training of some kind and this leaves those in the slums to continue suffering.

There is therefore a need to conduct some formal research to ensure that nothing has been left out so that this will enable the programme to improve its services and also to give hope to the youth in the slum areas.

Wanjiku Kironyo plays an active role in generating projects that are genuinely related to giving young people in Kenya true dignity.

Thank You WEF South Australia

Aaron Bland

I have recently returned from the 39th World Education Fellowship Conference in Sarawak.

I would like to sincerely thank you for allowing me to be part of it. The experience I gained from participating was invaluable. I learned so much from being exposed to and listening to others at the conference. I enjoyed many things, the plane trip, the resort, the visits to the Cultural Village and the city, and the walks to the National Parks and Mount Santubong.

I better understand what WEF is trying to achieve by bringing people from around the world together to share ideas to try and work together and find solutions. Thank you for allowing me to speak. It is amazing to have a Public Country High School's work to be recognised world-wide. Thank you also for allowing me to deliver Severn Cullis-Suzuki's speech at the opening ceremony. It was an experience that I wish to cherish for the rest of my life.

Our Real Values

Severn Cullis-Suzuki

(This statement to the WEF 39th International Conference in Kuching, Malaysia, August 1996, was read by Aaron Bland.)

My name is Severn Cullis-Suzuki. I'm 16 years old. I'd rather be with you in person but I'm sending this message as the next best thing. I'm sorry I had to miss being with you today. Youth in North America, and I believe all over the world, are concerned. We're worried. And we have reason to be. We think our future is in danger. With today's media focus on global crises, it's hard for children to remain oblivious to what's happening to our world.

TV and radio tell us that in only a short span of time, pollution has increased to the point of ripping ozone holes in the sky, poisoning our water and the animals and plants we eat. As each generation passes on, it's supposed to leave the world to their children. But now it's apparent we won't get the same clean legacy that was handed down to our parents.

It's not just a bunch of alarmists telling us this. Scientists are telling us the same thing! Here is a little part of a statement from the **Union of Concerned Scientists**, which is a

group of 1600 top scientists from 71 countries, including the majority of the Nobel Prizewinners in the world. It's called **The World Scientists' Warning to Humanity:**

"Introduction

Human beings and the natural world are on a collision course. Human activities inflict harsh and often irreversible damage on the environment and on critical resources. If not checked, many of our current practices put at serious risk the future that we wish for human society and the plant and animal kingdoms, and may so alter the living world that it will be unable to sustain life in the manner that we know. Fundamental changes are urgent if we are to avoid the collision our present course will bring about....No more than one or a few decades remain before the chance to avert the threats we now confront will be lost and the prospects for humanity immeasurably diminished.

Warning We the undersigned, senior members of the world's scientific community, hereby warn all humanity of what lies ahead. A great change in our stewardship of the earth and the life on it is required if vast human misery is to be avoided and our global home on this planet is not to be irretrievably mutilated....

This is what our most prestigious scientific leaders are telling us. The reason you probably haven't heard this before is because it wasn't in the media and the reason it wasn't in the media is because this warning to humanity was not considered newsworthy. Now, this is our future they're talking about. It's frightening to think mass media do not consider it important.

Human beings have been altering their environment since the beginning. That's one of the things that makes us different from other creatures. We've been logging and mining and fishing for thousands of years. So why is it suddenly such a problem? It's because all of a sudden the scale has been massively amplified, and the results have been huge. But we don't **see** the unbelievably rapid increase until we look at the longterm picture.

Here's a scenario from the Worldwatch Institute in Washington, DC. Imagine a 10-minute film of the earth that is a time-lapse of the last 10,000 years. For the first nine minutes literally nothing changes. Then with only one

minute left - "1,000 years ago, the forests grow threadbare in parts of Europe, Central America, China and India. Twelve seconds from the end of the film, two centuries ago, large parts of Europe and China go bare. Six seconds from the end, eastern North America is deforested. This is the Industrial Revolution. In the last three seconds - after 1950 - the change accelerates explosively. Vast tracts of forest vanish from Japan, the Philippines, and the mainland of Southeast Asia, from most of Central America and the horn of Africa, from western North America and eastern South America, from the Indian sub-continent and sub-Saharan Africa. Fires rage in the Amazon basin where they never did before, set by ranchers and peasants. Central Europe's forests die, poisoned by the air and the rain. Southeast Asia resembles a dog with mange. Malaysian Borneo appears shaved. In the final fractions of a second, the clearing spreads to Siberia and the Canadian north. Forests disappear so suddenly from so many places that it looks like a plague of locusts has descended on the planet. The film freezes on the last frame. Just 12 percent of the earth's surface - one-third of the initial total - consists of intact forest ecosystems."

I find that passage a very scary way of gaining perspective. There is no real freeze-frame! The devastation is continuing to **accelerate**.

The bulk of the last 10,000 years of ecological change has happened within my parents' lifetime. In fact, perhaps you have noticed the change. I know I have. I used to go fishing at home in Vancouver, British Columbia with my family, until we started catching fish with tumours. The view from my grandparents' summer cabin has become bittersweet as the mountainside is eaten up by gravel pits, subdivisions and clearcuts. I've been lucky. I've had the chance to spend a lot of time in forests camping and canoeing, yet everywhere I've been I see roads, burning, logging and pollution.

I want the decision makers to remember that their decisions are affecting us. **OUR** future. We have forgotten that all life is part of a cycle and **WE** are part of **NATURE**. We drain its resources yet somehow assume it will continue to serve us forever.

In Canada we all hear about the rapidly disappearing Amazon, how the ecosystem will suffer from the destruction of this rainforest.

Most of us think that it should definitely be saved. We think the Brazilian government should stop the brutal destruction of the rainforest and I've been involved in that effort. But people of countries like Brazil are destroying the forest just to survive - the forest is their last hope. Canadians can't tell other countries not to cut down their forests when we are doing the same thing! A few years ago, a Kayapo leader from the Amazon visited my part of the world to try to raise awareness about the problems facing his people. But driving up our coast, seeing the clearcuts and slash burning, he was shocked. "Brazil has the excuse of poverty", he said, "and Brazil has the excuse of ignorance".

We have to face up to all the bad news. But most importantly, we have to turn and look ahead to what we must do and draw for inspiration on the successful efforts of others and on the wisdom in the diversity of cultures. Native people in Canada and around the world show us that protecting cultures also means protecting the land that created and sustains them. But I think massive value change has to take place. We really have to stop and think about **WHAT IS REALLY IMPORTANT** to us. My mother once told me that children are closer to creation. We haven't let go of the connection and love of Nature with all of its puddles, tadpoles, flowers and furry creatures. We understand when people say, these are our brothers and sisters. We are **PART** of Nature still. I wonder sometimes if decision makers, in their complicated work and lives, forget what's really important. The secret to finding our real values is to remember **WHAT** and **WHO** we were as children. Remember all the insects and birds, catching butterflies and looking for frogs in ponds? Remember playing in the grass and climbing trees? Remember how important they were, how you couldn't imagine your world without them? I think in our hearts we **KNOW** what values, what principles are right. But so many of us seem to forget. Forget what makes us happy, thinking that "being realistic" is stocks and bonds, political compromises, or making money.

What I worry is that today's adults may be the **LAST** generation to have childhood memories of Nature as it always has been. Already almost all my friends my age who live in the city have no experiences or memories of forests or wild animals at all, and are now really

disconnected from Nature. A lot of young people are becoming more VIOLENT. I think it's the absence and lack of contact with our forests, rivers, trees and animals; Nature is calming and healing. But it is disappearing so rapidly, and every day new violence is increasing. I don't work yet. I don't understand the complexity of money and the economy. I've tried to help save forests and rivers and animals, but the argument I get is that people have to have a healthy economy FIRST.

But you can't make a living if there are no fish, no forests, no air, no Nature to live on. The fisherman of the North Atlantic can teach us that and now the salmon fishers of our Pacific coast are realizing the same thing. So we have to find our real values. And we also have to find inspiring role models. My parents always tell me, "You are what you DO, not what you SAY", and I believe that. Children watch others - their behaviour and actions - that's how we learn. Adults often say to me, "Yes, we've really messed up the world. But children like you are different. You are our hope. You're going to make the difference to save the world".

Does that excuse them from acting? Can we be different when they are our role models? It doesn't have to be a huge international issue. Local environmental issues represent not only the fate of British Columbia's wilderness, but also the fate of our GLOBAL environment. I think people from all around the world are coming to this conclusion. We are realizing that we are now at a critical point and that each of our actions will affect the future. As each last stand of trees is wiped out, whether it's boreal or tropical rainforests, we take a little step closer to our own extinction. Each piece of wilderness counts, whether it's urban or rural. We must strive to protect them, especially those in our own backyards. We have to find a thousands ways to live more lightly in cities and towns, to shrink our heavy footprint on the landscape that surrounds us, the air that moves above us, and the river and the sea that lie beside us. If we think others must be environmentally responsible, we must lead by example.

Many people, and especially youth, feel helpless. I get all kinds of letters from people who think they are powerless. But those of us who can read, who are well-educated, who have a democratic government, HAVE ALL KINDS OF ADVANTAGES compared to most people

in the world - we don't know our own strength. Our first step is to look to our own backyards. We must save what is close to our hearts. We also don't give credit to the strength of our voice. We must begin to speak out. People will listen. I've learned that since I started speaking out four years ago, And I'm sure many people here have heard of the Canadian boy Craig Kielburger. Although only 13, he brought worldwide attention to the terrible conditions of children forced to labour making carpets and clothes in India and Southeast Asia. It's amazing what small action can lead to. Another 12-year-old boy from Ontario, David Grassby, measured the amount of car oil left in used cans and discovered that millions of litres of oil were being wasted. His study forced oil companies to try to develop better ways to package oil.

It's especially the youth who are concerned. Children want to stop the deterioration of their world and of the prospects for their lives ahead. It's often the kids of the family who start the household recycling. We must begin to listen to this young part of society which has no say politically but which has the BIGGEST stake in government decisions made today. We have to begin to think in the long term, not only for us but for the generations that will follow us. We young people have always left it up to our parents to take care of us and to guide us. Maybe today we have to make our OWN stand, not only for us, but for OUR children. We need role models if we're to be strong. It's up to the adults here to remember that for good or bad, we will copy a lot of what you do.

But I also believe it's up to young people to take responsibility for their own futures. I will turn 21 in the year 2000. Today's children will spend all their adult life in the 21st century. It's only four years away but we must go into the new millennium with new priorities and also new hope. This conference is a great opportunity to work towards rediscovering and mobilizing our **real values**. I am honoured to be a part of it.

Severn Cullis-Suzuki created ECO - the Environmental Children's Organization - while attending Grade Five in British Columbia, Canada. They raise money, attend conferences and bring a youthful perspective to environmental issues.

Introduction

“Think globally, act locally” is the David Susuki theme expressed at the recent WEF Environmental conference, Kuching and has been taken aboard by staff and students at Glossop High School. Located in South Australia’s Riverland region, the school has developed an environmental partnership with community and agency groups to rehabilitate a wetland area. The wetland is one of many designated as RAMSAR sites, ie of international importance for wildfowl breeding and habitation. These actions are the result of a monitoring programme over the previous three years and show that positive actions can result.

Methods

The billabong site is one of seven that students monitor. A federally funded programme, “Waterwatch”, has described methods that can be used to determine water quality. Glossop students are active participants and every six weeks collect data about the range of macro-invertebrates, phytoplankton and chemical parameters.

An artificial substrate is left in the water body. Composed of an orange onion bag contained in a cylinder of pvc mesh and weighted by a stone, a fair sample of the animals living in the water is collected. These animals without backbones tend to seek refuge in the sampler and draw in animals which are seeking prey. All students enjoy searching for animals and the samples always create interest and excitement as they are opened and examined. Keen eyes look for caddisfly larvae encased in their twigs or hollow reed cases; the beautiful damselfly larvae are treasured; and the ubiquitous blood worms create curiosity.

Two different plant types constitute the main producers. Microscopic plants or phytoplankton are food sources for the zooplankton then larger animals. Their detection requires skilled microscopic practice at high magnification. A collection of coloured photographs eases the identification problem. A sense of worth is noticed as students use a complicated instrument at its limits to seek out the symmetrical *Asterionella* and slippery *Fragillaria*, or the constantly moving *Euglena*.

The method is also the best way to show students Blue-green algae, the species about which great concern is shown in our country.

Electronic meters extend perception as salinity and acid levels are determined. The scattering of light by clay particles (or even phytonplakton) is a measure of clarity or turbidity and achieved in a spectrophotometer. Chemical reagents mixed with the sample produce coloured results in the case of ammonium, phosphate and nitrate, then measured by the same instrument. The analysis is quite comprehensive. All data is student generated, the responsibility belongs with teams who have developed the skills in classroom practice. This empowers students, and all questions generated from the data to have a strong student involvement.

Pointers to Action

Wetlands are important habitats. Adjacent to the River Murray (Australia’s largest drainage basin) the billabongs, lakes, backwaters and swamps are filled by occasional floods and become a hive of bio-diversity. Nutrient increases and accelerates growth of plants, insects lay eggs and fish begin to reproduce. A variety of birds are attracted to these food sources and seasonal cycles of growth and reproduction are evident.

Our data of a billabong showed reduced activity in nearly every aspect of these expected events, something was interrupting the sequence. Turbidity and phosphate levels showed many peaks suggesting they are continuously ‘added’ to the billabong. An observation of the presence of the exotic fish European carp allowed us to hypothesise that the feeding habits of this fish reduced the bio-diversity of this wetland.

Action Phase

Environmental partnerships were developed with several local groups. The Murray-Darling Association became sponsors. Working with consultants in the Department of Environmental and Natural Resources, we became aware of other groups involved in carp control and developed an action plan. A community group was formed to take responsibility for the wetland and plans prepared to build ‘control structures’ to correct

the problem.

A Federal grant allowed progress. Discussions amongst staff showed a willingness for others to become involved. The technology key teacher volunteered the skills of a Year 12 Outdoor Construction class. They became involved in planning and building a carp 'barrier'. Its design will allow control of flow and exclusion of mature fish. This will allow the community group to initiate a 'wet/dry' cycle in a manner similar to the original billabong.

Further development occurred with another group. A new course, Tourism, has been commenced in 1996 and the Arts senior saw the opportunity to teach the ecotourism topic in this area. Their tasks will include establishment of trails, brochures, video, trail guides and placement of bird hides (built by Outdoor Construction). This activity provides a third faculty within our school to become involved in environmental action and each shows examples of personal empowerment on behalf of students to create change.

Curriculum

In 1844 a member of Captain Charles Sturt's exploration party observed that the wetlands contained "swarms of waterfowl" or were "covered with waterfowl". Will this sort of diversity be seen again in our life-time? This project aims to create a sustainable wetland and a showcase for our students to understand this fundamental principle.

Environmental education must strive towards these outcomes; of action and sustainability. The curriculum planning in the Biology faculty, the Art and Technology show methods that any teacher can use in their own work. This solution, of an interdisciplinary approach was suggested by Fein (**New Horizons in Education**: No 94 May 1996) some guiding principles for environmental studies were listed.

The activities allow students a clear focus on issues; in this case the problems associated with exotic animals, from a local or regional perspective, a first step towards a global perspective. The problems as such can be understood and future actions explored at a level where students can comprehend that positive action can work.

Fein also urged teachers to enable learners a role in making decisions and accepting consequences., the technology curriculum uses the philosophy 'design, make and appraise' in

projects students are involved with. Elements of design are tested, discussed, discarded or redrafted. Students are very much a part of these decisions.

The water quality data collected by field trips provides a uniquely personal base for water quality to be examined. Students are expected to compare habitats, to interpret differences, to relate trend to human activities and to reach their own level of understanding. These first hand experiences and active investigation promote empowerment of the problem for students.

Our school links with the community have grown to a new level, contact has been two-way, inputs to us have included speakers, individual consultation or sponsorship. Outputs have been water testing measurements, written contributions, and verbal presentations at seminars and meetings. On all occasions student input was used where possible. The school has been as 'open' as possible in this way, urging local groups to visit and use our skills. These links have become very important. Part sponsorship for the visit of one teacher and two students to the international conference was achieved from local groups as a result of these contacts.

Our school's project is within the confines of a newly designated "biosphere reserve", the Bookmark Biosphere. This is a new development that is sponsored by the United Nations. It means that the wetlands and surrounds have been recognised internationally for their unique type. Biosphere reserves recognise the importance of man and nature in a co-existence. It aims to achieve an association whereby the natural state is retained and sustainability is achieved. The management trust is kept informed of our work and fully supports the activities of this local school.

The educative element is developing in two ways. Students are receiving better knowledge about their local area and its problems but are also helping others. Through ecotourism they have an opportunity to help visitors understand the area better. Their written and visual work will help them understand the importance of wetlands and the adaptations of plants and animals as they interpret the unique aspects of the area.

Awareness in the school of this work is increasing. The presence of a positive flexible administration has allowed resources to grow

and ensure field trips happen. Growth is expected as the benefits are seen. Computing work would be valued, and what this faculty can contribute to society and environment is obvious. Expansion into monitoring projects with the possible reintroduction of threatened species is being investigated. Opportunities for individual field study projects by students would increase our knowledge of the area.

New opportunities of environmental studies are being opened up; ones where students are really involved in awareness, knowledge,

acquisition and action. These will only occur if the profile of the environment is raised by education departments and curriculum materials match the demand. Successes achieved in this program stem from day-to-day contact with the material and the issues. Given this type of continuity progress can be positive.

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FOR AND ABOUT WEF MEMBERS

WEF Section News

George John

Changes at the International Secretariat

Rosmary Crommelin retires

For twenty-four years WEF was supported by an extremely capable secretary, Rosemary Crommelin.

The Guiding Committee was sad to hear that after such a long time Rosemary wished to retire.

On 10 January 1997 a dinner was organised in London to express WEF's gratitude to Rosemary and wish her well for the future. The feeling of everyone present was summed up as follows:

"You will be greatly missed - and irreplaceable - not only because of your great administrative skills and calm efficiency, your extraordinary range of contacts around the world, or your memory bank of all the significant happenings in the fellowship over a quarter of a century - but because you symbolise the essence of WEF, the warmth and friendliness that is the main quality that holds the organisation together".

Rosemary received gifts, including one from Peter van Stapele in the Netherlands, and messages of good wishes from different parts of the world. The message from the President and the Executive of Japanese Section read:

Quoting from Dr Madhuri Shah, from **Harmony** "These are my friends with whom I can relate without any barriers of distance and cultures. It is really an experience in International understanding in its true essence. I have a very affectionate friend in Rosemary

Crommelin who combines efficiency with gentleness in her work as the International Secretary of WEF."

Following are extracts from Rosemary's response:

"Thank you all for arranging this delightful evening. I am touched; I have happy memories of the years with WEF. It is hard to believe that 24 years have gone by since Jim Henderson first introduced me to WEF. They have been happy and fulfilling years...fortunate to have met so many distinguished educationalists from many countries, and to have made many personal and treasured friends. I have learned much from them. I have such good memories of successive prestigious chairmen - all dedicated, knowledgeable and helpful: Jim Henderson, James

Porter, Malcolm Skilbeck, Norman Graves, John Stephenson and now Christine Wykes. I am grateful for all of the support given by them, all the members of the Guiding Committee and other members of the fellowship.

During these years I have attended many Conferences and met WEF members in their own countries - exciting and rewarding experiences - reinforcing the feeling that of one large international family;...such a joy to see familiar faces again and to be able to renew so many friendships. I am delighted that David and George are taking over the link between the Guiding Committee and the Sections. They are already known to the overseas family of WEF. I regret that I have not enjoyed a longer time with Christine's chairmanship - I do wish her well, I am sure all the changes will herald a new impetus for WEF. I think of the example of two greatly admired members of the

Fellowship, Beatrice Ensor and Madhuri Shah, and it is good to think that another will be following their footsteps, and bringing her own very special skills to WEF."

New Faces at the Secretariat

It was felt by the Guiding Committee that the responsibilities of the Secretary should in future be shared by two;

George John has been appointed General Secretary and David Turner Electronic Communications Secretary.

George John: tel/fax 0 (+44) 181 281 7122

e-mail: 106465.1075@compuserve.com.uk

David Turner: tel/fax: 0 (+44) 181 888 2129

e-mail: d.a.turner@uel.ac.uk

Dr. Rex Andrews served WEF in this capacity for many years. The Guiding Committee was delighted when Rosemary Crommelin agreed to maintain her links with WEF by way of being WEF's representative at UNESCO.

The new treasurer is John Thomas, who is a professional accountant.

The Biennial Book Award 1996

This award is sponsored by **Education Services**, founded in 1930 by Professor J.R. Bellerby. The press release giving the news of the 1996 award stated:

"This year's Education Services' Book Prize has been awarded to **Dr Rex Andrews** (1994) for *The International Dimension in the National Curriculum* (Trentham Books, Stoke on Trent) and **Prof. Harold Silver** - (1994) for *Good Schools, Effective Schools; judgements and their histories* (Cassell PLC, London WC2). Congratulations are due to the winners.

Andrews provided excellent guidelines for teachers in the choice that is offered to them and showed by example that the "*experience of intercultural and international literature should provide a platform for carrying these views and values into the wider world to change it for the better*".

Silver's task was to identify the historical contexts of the effective schools movement. He has argued that the determination of whether or not a school was effective was necessarily arbitrary. He forces the reader to step back and examine contemporary practice through historical perspective.

WEF Home Page on the Internet

A web page has been created on the Internet by David Turner. It can be accessed at: <http://www.uel.ac.uk/research/WEF/>

We welcome suggestions that will help us in its further development. We would appreciate if Section publications in English and translation into English articles in publications in other languages are forwarded to the Headquarters for possible inclusion.

Japan

At the Annual General Meeting in autumn 1996, the Section has been renamed "the International Education Forum". The meeting was attended by 150 members of which 60 were from the younger generation. The theme was "*Poverty in Richness: What the Educational Environment Should be*".

The Section publication, *New World of Education* has a new Chief Editor, Mr Tetsunari Ishibashi, Professor at Tamagawa University and Advisor to the Youth Division. The Journal, founded in 1967, is published twice a year.

In 1996 the Research Division held four meetings, attended by an average of 30 members. Members also undertook a research project on environmental education. Five study meetings are planned for 1997 on the theme: "*Education in Information Age*".

Great Britain

The Annual General meeting of the Section is scheduled for the 18 April, when there will be a talk on *Education in South Africa*. The theme for a day conference on the 18 October will be: *Bridging the Gap in the Electronic Age*.

New Partners for Development: Business Enterprises and NGOs. Report of an International Conference, Vichy, France, 6-8 May 1996

Rex Andrews

I attended this conference as WEF representative to Unesco with some apprehension about its relevance to WEF and about my own capacity to take full advantage of it. In the event, I enjoyed the conference and think it opens up a number of interesting possibilities for WEF, both in the UK and in international sections.

The main aim of the conference was to

explore ways of creating useful partnerships between business enterprises and appropriate NGOs in order to counteract a spiralling situation of unemployment, marginalization and alienation which is steadily eroding societies in 'developed' and 'developing' countries alike. In developing countries promises of aid from wealthier states have not been met and many of the development models employed in the past have failed to benefit the people concerned. In developed countries where GNP or 'growth' are registered as flourishing the benefits are failing to reach the increasing number of citizens in real need of help. More and more schoolchildren and students are lacking in motivation to study because they see no advantage in improving themselves in a society with fewer jobs on offer and a general atmosphere of insecurity. A relentless pursuit of short-term business profitability is increasingly undermining social and cultural values. If the downward spiral continues unchecked, even business profitability will lose out in the long-term because of the reducing buying-power of the communities who are the customers. Somehow profit and social value need to be brought together to create *general* improvement in societies and 'development' worthy of the name. 'Where individuals are endangered, society itself is in danger'. Not only unemployment, but also forced labour, child labour and unjust work practices are currently threatening social values in a number of societies. Some NGO-business partnerships already making improvements can serve as role-models for others.

A convergence of interests was recognized between business, social and political interests and human rights. A climate of dependence helps no one; 'trade, not aid' *can* benefit all if justly managed. New attitudes can be encouraged by NGOs. Social solidarity involves the just sharing of wealth created by business enterprise. Activities to create and retrain towards full employment promote self-esteem and reduce alienation; thus reducing vandalism and lawlessness and creating buying power which in turn benefits business.

NGOs can cooperate with business by acting as catalysts - locating needs and markets, initiating and supporting training schemes and promoting productive relationships between research and provision of appropriate goods, services and materials.

In education and 'continued education', retraining, etc. NGOs can help communities and companies with improved finance-management techniques and bring banks into cooperative savings and investment relationships with new employment-creating businesses. NGO support in rural areas can help to reduce the drift to urbanization by pinpointing and promoting work opportunities using intermediate technology. Oxfam Fairtrade Company is an example of such an enterprise.

WEF might well find a role in promoting (eg) educational and apprenticeship opportunities in partnership with appropriate business concerns.

Dr Rex Andrews is a member of the New Era in Education Editor's Advisory Team.

Our Mission as Educators in the World

In our new era, the place for education should not be restricted to the school. We must have co-operation among home, school and society to meet the current needs of global and human education

Shinjo Okuda
President, WEF

UNESCO

The World Conference on Higher Education will be held in Paris in Autumn 1998. The theme will be Higher Education in 21st Century.

A five day forum on Youth and Media Tomorrow will be held in Paris in April 1997.

1997

European Year Against Racism

Reviews

Still No Problem Here

by Chris Gaine, Trentham Books, Stoke-on-Trent, England, 1995

172pp, £11.95, ISBN 1 85856 013 6

In 1987 Chris Gaine wrote "No Problem Here" (Hutchinson), a title which summed up a common reaction by many white teachers in white areas to the idea of addressing issues of "race" in their schools. He described and evaluated the efforts of himself and colleagues in a secondary school in a white area in a shire authority to enable students to address issues of "race" through the curriculum.

"Still No Problem Here" is a helpful and timely contribution to the still regrettably small field of theoretical discourse, empirical research and general guidance on anti-racist work in white areas. It will be of considerable value to those working in ITE, to student teachers in these areas, including those responsible in their schools for equality issues, who are seeking to enhance their understanding of a complex field. It will also be of similar value to the unfortunately dwindling number of local education authority advisers in predominantly white areas with responsibility for promoting professional development in relation to equality issues. The book is valuable for its detailed summary of the major debates, work and experience in the field of education and "race" in general since the 1950s and, in particular, the varied attempts to explain and address negative attitudes and behaviour among white school students. It is also valuable because of its emphasis on the importance of education about "race" and against racism in schools in white areas against the background of empirical evidence of the negative attitudes of many white school students. It offers sound, practical guidance to the teacher or group of teachers in a secondary school who are attempting to initiate policy-making and professional development in relation to anti-racist education. Gaine also describes the shifting and recently more constrained context for anti-racist practice in schools: the impact of the successes of those on the political Right to assert particular, narrow definitions of culture and identity, still carried on by many in 1996; the effect of the National Curriculum in establishing ethnocentric versions of language

and culture in the curriculum while at the same time keeping teachers so busy with change that, for most, issues of equality and justice are shifted to the margins; the declining influence of Local Education Authorities due to Local Management of Schools and the growth of grant-maintained schools; and the more recent demise of "core" courses on education and "race" in initial teacher education.

"Still No Problem Here" argues that little has changed in practice since Gaine's first book in relation to the lack of systematic approaches to anti-racist work in schools in white areas, while many white students continue to hold negative attitudes towards black and Asian people. The changing political climate and context have closed down space for anti-racist practice. However, he also highlights a positive development since 1987: the relatively small but important number of research projects and related publications.

As Gaine explains, this more recent work highlights the need for a more complex analysis of the relationship between individual attitudes and behaviour, subcultures and wider structural influences, combined with a broader, more flexible range of pedagogies. Why is it that on two separate occasions in the shire county where I work - one in a junior-age classroom, the other in a lower secondary classroom - I have overheard a white boy use the word "Nigger" as a term of abuse towards another white boy? Can one assume from this that, were there to be black or Asian pupils in these classes these white children would at least hold or, worse, express negative attitudes towards them? How has this term entered the ritual derogatory argot of the young, male peer group in this particular rural area? How does one square this use of racist language with the possibility that these white boys would also proudly wear a Premier League team's football shirt emblazoned with the name of a star black player? Such contradictions highlight the difficulty of identifying effective strategies to address negative attitudes and behaviour among white students. What strategies might these schools adopt to effectively change the attitudes of such white pupils? "Still No Problem Here" provides helpful advice on addressing this kind of issue: the book warns against the narrow, moralistic approach to anti-racism which ignores the wider context and

personal experience of pupils defined by class and gender in addition to “race”, it repeats the limitations of the multiculturalist faith in exposing white school students to a culturally plural range of “positive images”.

The limitations of the book reflect the current state of empirical research and theoretical analysis in the field. What is needed is further research in a variety of predominantly white areas, where the dimensions and dynamics of class, gender, rural identity, military associations and other local loyalties combine in varying ways to influence the form and extent of racist attitudes and/or racialised elements of subculture among the young. Only through such broadening and deepening of our understanding of the dimension of “race” in the variety of mainly white areas can we reach a more confident grasp of appropriate teaching strategies and their limits and possibilities.

Peter Barton

Inspector for Humanities and Cultural Diversity, Dorset Education Authority, England.

Towards Reading

by Linda Miller, Open University Press, Buckingham, Philadelphia, 1996

pp 123, Paperback £12.99, Hardback £40

ISBN 0-335-19215-7

This book is part of a series entitled “Rethinking Reading” edited by L. John Chapman. It describes literacy development in under fives, explains the reasons for taking a developmental approach to emergent literacy and explores the implications for families and for professional educators working with pre-school children.

The author draws on her experience as parent, tutor and researcher as well as teacher. She uses the term “professional educator” to include all the adults who work in group settings for under fives as each one has a contribution to make in extending young children’s literacy development. The book contains very helpful explanations of how adults, including parents, can provide a scaffolding to enhance individual children’s growing understanding of reading and writing. Older siblings too can help inexperienced readers and writers to take on increasing responsibility for their literacy learning as they

work towards conventional writing and accurate decoding of texts. The natural way that this happens in many homes is acknowledged: parents may find it surprising - and reassuring - to consider just how much detailed and very personal experience of literacy children bring with them when they enter a group setting.

There are valid arguments put forward, well supported through references to relevant research, which endorse the importance of the family context. There are also helpful suggestions for practitioners as to how this can be built on through a sharing of resources and information. This section includes reference to projects involving parents who have low levels of literacy themselves. The importance of understanding cultural difference in approaches to teaching and learning as well as to literacy is underlined and the implications for the role of professional educators are spelt out. Developing ways of working with parents to provide a more effective extension between home and school is seen as a priority. The idea of educators as mediators between children’s individual experience, and differing learning styles and the expectations of school, deserves careful consideration. It could well be added to the repertoire of teaching skills which are thoughtfully explored.

This book celebrates the richness and complexity of children’s growing awareness of both reading and writing and respects their abilities to hypothesise and test out their own ideas. There are many telling examples which provide convincing evidence that assessment should be undertaken with care, in a context which allows children to demonstrate what they know and can do. The danger that an adult-centred model of teaching, and testing, may damage the powerful disposition to learning shown by young children is mentioned in the context of widespread perceptions of the approach adopted at school. This should give us in the UK food for thought, when we reflect that our children start their statutory education significantly earlier than most.

Given the intended expansion of education for four-year-olds this is a very timely book which will be of considerable help to providers wishing to ensure that young children gain the best possible foundation for their later more formal literacy learning. As the author points out, “spelling the way it sounds as in phonetic

spelling is not enough in English and children have to begin to use other strategies" (p.27). Appropriate guidance and explanation is given which includes phonic work and play generated in response to children's particular interests and experience. The proposal that tuition rather than formal teaching is required at this stage evokes both the detailed and rigorous response required of staff, and also the intellectual demand made of pupils as apprentices in the process of acquiring some of the most sophisticated skills that any individual ever achieves.

As well as leading towards recently prescribed learning outcomes, the approach advocated will result in children who are confident and well-motivated communicators with plenty of interesting ideas to talk and write about. The author's clear arguments, backed by convincing references, will support early years educators in clarifying, justifying and implementing effective practice designed to extend the enjoyment as well as accuracy of reading and writing for under fives. An understanding of this view of emergent literacy has direct relevance for parents too, and also for professional colleagues working with older pupils.

Wendy Scott

Education Consultant and OFSTED Registered Inspector, England

The Really Useful Science Book: A Framework of knowledge for primary teachers by Steve Farrow; Falmer Press, 1996, 194pp, £12. 95, ISBN 0-7507-0376-8

The introduction of National Curriculum Science has seen real gains for science education, with progress being most evident in primary schools. However, HMI report that uncertainties in teachers' own understanding of science continue to limit their ability to foster children's learning. It is this latter point that Steve Farrow's book seeks to address.

The book has been written for primary teachers and teachers-in-training and aims to increase their confidence in teaching science through an improvement in their own knowledge and understanding of science. It is not intended for use by children.

The book is sub-divided into three content areas of science, as defined within the National Curriculum: Life Processes and Living Things, Materials and their Properties, and Physical

Processes. Within each of these content areas, key concepts and ideas are introduced and explained, often illustrated by reference to 'everyday life' situations familiar to the reader. Although some of the ideas and concepts may go beyond the requirements for NC Key Stages 1 and 2, the author rightly suggests that an understanding of these will be of value and relevance to teachers and help to increase their own self-confidence in science.

For example, the last section of the book contains a discussion of the 'Earth and Beyond'. Our current ideas about the Earth and its place in the Universe is explored, looking at such phenomena as day and night, the seasons, the moon and its phases, the solar system and beyond. Detailed descriptions and explanations are given in ways which not only help to improve teachers' own understanding but also support their own teaching in school.

The text is supported by line drawings where appropriate; it is unfortunate that photographs are not used at all in this book; well chosen and used effectively, they can provide a helpful stimulus to readers who do not always appreciate the link between the background science and the 'real world'.

This is indeed a *really useful science book* which will help to provide the necessary support to teachers in their teaching of science.

Terry Emery

Senior Lecturer in Science Education
University of Hertfordshire, UK

Spiritual and Religious Perspectives on the Environment and their Implications for Education by Dr Rex Andrews

New Era in Education, 77,3, pp.72-79

Our apologies to Dr Rex Andrews for the typographical errors caused by difficulties with a disc. Please contact the editor if you would like a copy of the corrected article.



The caption for the photograph on p90 of New Era in Education, 77/3 should have read Glecena May (right) and Judy Casburn (left) in Kuching, Malaysia. 10 August 1996.

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W E F PUBLICATIONS - JOURNALS AND NEWSLETTERS OF NATIONAL SECTIONS

Australia — *New Horizons*

Editor: Mr. Edward Broomhall
School of Education, University of Tasmania
Box 1214, Launceston, Tasmania 7250

German Federal Republic — *Forum Pädagogik* -

Zeitschrift für pädagogische Modelle und soziale problemen
(in German)
Editor: Prof. Dr. Ernest Meyer
Schlittweg 34, D-6905 Schriesheim

Great Britain — *WEF (GB) Newsletter*

Editor: Reg Richardson
1 Darrel Close, Chelmsford, Essex, CM1 4EL

Holland — *Vernieuwing (in Dutch)*

Editor: Johannes Odé
c/o van Merlenstraat 104, den Haag, 2518TJ

Japan — *New World of Education*

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Sri Lanka — *National Education Society of Sri Lanka*

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USA — *USA Section News*

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NEW ERA IN EDUCATION is the termly journal of the **World Education Fellowship (WEF)**. The Fellowship is an international association with sections and representatives in more than twenty countries, which has played a continuing role in promoting the progress of educational ideas and practices in the twentieth century.

NATURE OF THE WEF

Founded in 1921, the World Education Fellowship is voluntary and non-partisan, and enjoys the status of a Unesco non-governmental organisation category B. It is open to educators, members of associated professions, and to all members of the public who have a common interest in education at all levels. The Fellowship meets biennially in international conferences, publishes books and pamphlets, and, through its national sections, participates in workshops, meetings and developmental projects. The Fellowship does not advocate any dogma; each member is free to put the principles indicated below into practice in ways which are best suited to the environment in which he/she is living and working.

PRINCIPLES OF THE WEF

- (a) The primary purpose of education today is to help all of us to grow as self-respecting, sensitive, confident well-informed, competent and responsible individuals in society and in the world community.
- (b) People develop these qualities when they live in mutually supportive environments where sharing purposes and problems generates friendliness, commitment and cooperation. Schools should aim to be communities of this kind.
- (c) Learners should, as early as possible, take responsibility for the management of their own education in association with and support from others. They should be helped to achieve both local involvement and a global perspective.
- (d) High achievement is best obtained by mobilising personal motivation and creativity within a context of open access to a variety of learning opportunities.
- (e) Methods of assessment should aim to describe achievement and promote self-esteem.

ACTIVITIES OF THE WEF

In order that these principles become a reality, WEF endeavours to:

- (a) identify and pursue changes in policies and practices to meet the varying individual and shared educational needs of people of all ages.
- (b) promote greater social and economic justice and equality through achieving a high standard of education for all groups worldwide.
- (c) encourage a balance between an education which nourishes the personal growth of individuals and one which stresses the social responsibility of each to work towards improving the human and physical world environment.
- (d) foster educational contacts between all peoples including people from the third world in order to further international understanding and peace.
- (e) promote education as a lifelong process for all people, regardless of sex, race, beliefs, economic status or abilities.
- (f) encourage cooperative community involvement in clarifying educational goals and undertaking educational programmes.
- (g) secure for teachers the training, facilities, opportunities and status they need to be effective, professional people.

MEMBERSHIP OF WEF INTERNATIONAL is by subscription to the journal which has 3 issues per annum. The rates from 1996 are UK: £17 (individuals), £28 (institutions); Overseas: £20 (individuals), £31 (institutions).

Subscriptions include postage (Surface mail). Pound sterling cheques only please.

MEMBERSHIP OF NATIONAL WEF sections: Please enquire from the Section Secretary for your area (see inside back cover).

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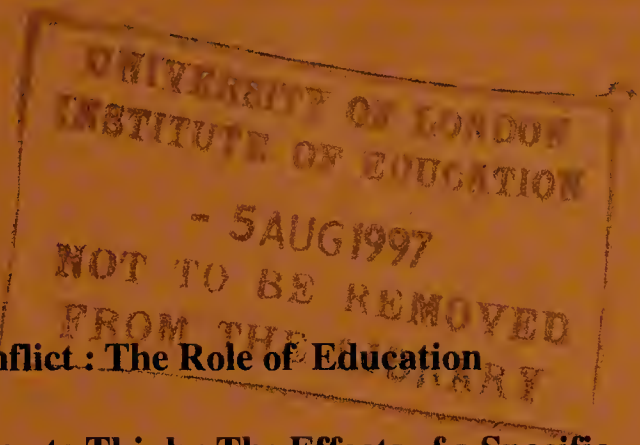
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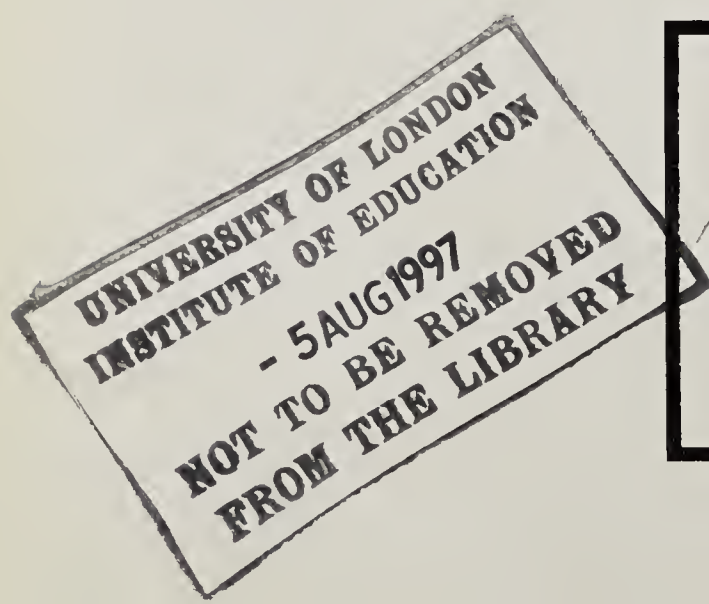
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War and Conflict: The Role of Education

Sneh Shah

1997 should be an important year as it will indicate whether the world community is going to make a more sincere and effective attempt at tackling some very sensitive issues. Major events have included the conference in February in Maputo, Mozambique held by The International Campaign to ban Landmines. The following month Tokyo hosted a conference on Anti-personnel Landmines. Mine clearance is on the agenda of the 52nd General Assembly of the United Nations. Landmines are only one aspect of war, but the way in which they have become a major international issue may be an indicator of real concern about what is happening in the world.

In a different context but still within the framework of international co-operation, The International Association of Educators for World Peace is holding the 1997 International Eurasian Congress on Environment and Peace in Turkey in August. The issues to be addressed include the effects of technology, energy and pollution, teaching conflict resolution, potential conflicts around the world, effects of technology on peace, and the relationship between peace and the environment.

The world is becoming more violent. Sir William Utting, Chairman of the Commission on Children and Violence, in his speech at the Peace Education Network's conference in London in November last year drew our attention to another challenge facing us: *there is violence on children, but much more horrifying is the increase in violence by children.*

If the different factors that lead to violence, and the nature of the wide-ranging effects of violence are examined, it becomes clear that education has so far not taken on board the potentially important role it has to play. The importance of education for adults is generally ignored; any focus on issues to do with peace may be regarded by educators as well as parents as detracting from the real role of education; the longterm effects on children of violence has not been adequately highlighted.

Different movements on peace education have generally been labelled as being trendy,

unpatriotic or irrelevant. Teachers who are committed to peace education have been very sincere, but their efforts have not been supported by similar movements for the non-school population. The way education is still being conceived is a trap; it pushes attention and resources to education for the younger generation (which is necessary), but at the expense of virtually ignoring the adult world, the formation of adult attitudes, and the effects of these on the children. This is not to ignore the work of religious groups and groups supporting different charities. For a very large number of people in the western world, development of ideas is left to the individual and the very strong influence of the media.

In the real world, the most immediate need for a child may be adequate tools for an economically attractive life. If employers want certain paper qualifications then parents may well oppose what could be termed 'general education'. The unfortunate reality is that the world today is bringing violence much closer to everyone.

The work of the Gulbenkian Foundation is already pointing out the very complex nature of factors that affect violence in children. Sir William Utting has once again highlighted the close links between factors within the family and violent characteristics in the children. At the same time, the family could well be the closest form of support for the children. Next, however, is the school. Much more information is needed about how children's behaviour is affected by the family. A school policy on bullying, in order to be effective, has to be based on the complexity and the intertwining of a whole range of factors.

Policy makers thus need to address a wide range of aspects of education. Lifelong learning shouldn't be based on the development of the technical skills of the individual; it should be in the context of the needs of peace in the world. Within the formal education system, all children need to be equipped to personally cope with violence in school and in society.

Finally, the very serious consequences of war and conflict on children have to be adequately addressed. We need to acknowledge that war in any area is likely to be followed by children and adults who will be deprived of their basic rights, will be in perpetual fear of landmines and weapons and would not have any real notion of peace, security, hope or future.

Teaching Young Children to Think: The Effects of a Specific Instructional Programme

Jillian Rodd

Abstract

This study explored the question 'Can young children be taught to think?'. It examined the kind of creative and critical thinking skills engaged in by a Year 1 class in an urban primary school in the south west of England following one term of training in Talents Unlimited which is a specific programme for enhancing such skills. The responses of 24 children in the experimental group were compared with the responses of 24 children in a control group from a comparable school. Three of the five Talents Unlimited tasks, were presented to each of the children in the control and experimental groups. The results revealed significant differences between the two groups on Productive Thinking, Communication and Forecasting tasks, with the children in the experimental group scoring higher on each measure. No significant differences for age, gender, literacy or numeracy were found. The findings suggest that children can be taught to think. Specifically, creative and critical thinking skills appear to be sensitive to differences in instruction approaches used by teachers.

Introduction

The teaching of thinking skills has attracted considerable interest from teachers and parents alike who, with other members of the community, are concerned about apparent declining standards in educational achievement in British students. Recent reports by the media have focused on poor achievement levels in even the youngest primary students, raising questions about what skills can be taught and what are the most effective ways to teach them in the classroom. Such concerns have led to a renewed focus upon the development of cognitive skills in children and concomitant interest in identifying the types of instructional approaches which might facilitate the development of thinking abilities in students of all ages. Schools are regarded as having the responsibility to teach children how to think (Coles and Robinson, 1991). Consequently, teachers throughout Britain have a professional responsibility to learn about past, current and innovative approaches

to enhancing children's cognitive development and to incorporate effective approaches to instruction into their own practice (Ebbeck, 1996).

Research into cognitive or intellectual development has broadened since the pioneering work of Gardner (1983), Sternberg (1984) and Renzulli (1986) which explored the notion that human intellectual ability is multifaceted. However, a narrow band of intellectual abilities or intellectual talents appears to be cultivated in many classrooms today, despite the demands of the National Curriculum. The multiple intelligence approach to teaching which is linked by research to cognitive competence (Gardner, 1991) can assist teachers to identify and foster students' multiple talents in a variety of intellectual areas. Instead of simply imparting factual materials, it is important to teach children to learn how to think so that they may transform information into usable knowledge.

Debate has continued about what processes are effective for enhancing students' intellectual skills. Research evidence indicates that several factors are important in any programme which aims to improve students' cognitive skills. These include defining thinking, identifying the specific skills to be taught, providing direct and systematic classroom instruction in how to use such skills and devising and employing developmental curricula that integrate the teaching of selected thinking skills with various content areas (Schlicter, 1985). Questions about what is the best way to teach thinking and which are the most effective programmes continue to be raised, and some schools already have implemented particular programmes in an effort to enhance children's thinking abilities. One such programme is the focus of this study.

The Talents Unlimited Programme

Talents Unlimited is a process model whose aim is to enhance creative and critical thinking skill development in primary school children. It is argued that this research-based approach to instruction develops the multiple talents of children by engaging them in metacognitive activities that enhance thinking skills (Gordon and Schaver, 1985). Implicit in the Talents

Unlimited definitions of student thinking behaviour is an emphasis on helping students learn to produce a greater number of ideas. It is assumed that the production of more ideas (quantity) will lead to a correspondingly higher number of good ideas from which to choose (quality), to better rationale for choices and ultimately to better thinking skills across a range of situations. An important principle of Talents Unlimited is that students become actively involved in efforts to improve their own thinking skills (Schlicter, 1993). Therefore, students are made aware of what multiple talents development is and how the model works. In this way, students are encouraged from the start to share the responsibility for their personal talent development. This is considered to be a critical element in the transfer of skills where students begin to use their skills independently in different contexts. The model is used in primary schools in the United States, England, France and Germany.

The research hypothesis

It was hypothesised that children in the experimental group who had received one term of Talents Unlimited instruction would score statistically significantly higher on the Talents tasks than children in the control group who had not received such instruction.

Methodology

The subjects for this study were Year 1 children from two primary schools in a small city in the south west of England. The schools were considered to be comparable in many respects, for example family composition and socio-economic status. The experimental group consisted of all of the children in one Year 1 class in School A. This comprised 24 children (11 girls and 13 boys) aged between 58 to 69 months with an average age of 63.88 months. The control group consisted of 24 children from one Year 1 class at School B. There were 12 girls and 12 boys aged between 58 to 64 months with an average age of 62.67 months in this group. No significant difference was found between the age of the children in the two groups ($t=1.43$, $p=.163$). The majority of children were in two parent families (58.3%), with 31.3% coming from sole parent families. The family status of 10.4% of the children was not known.

The control group of children received regular classroom instruction during the year and throughout the experimental period. The

control classroom teacher who had seven years of teaching experience was aware that the students were part of a research study and agreed to continue with her normal teaching approach during the study.

The experimental group of children had been exposed to one term of the Talents Unlimited instruction which had normally involved two or three lessons each week. The experimental teacher, with fourteen years of teaching experience, had been trained earlier in the year in the United States in implementing Talents Unlimited into regular classroom activity.

Prior to introducing the Talents Unlimited tasks into the classroom, each teacher was asked to make global judgements about each child participating in the study in relation to ability in literacy and numeracy (above average, average or below average). In addition, each teacher was asked to make a judgement about each child's level of self-esteem (high, average or low) in relation to the following questions which were modified from Pope et al. (1983):

Does the child approach new situations with confidence?

Are important adults, such as teachers and parents generally positive in their comments about the child?

Does the child generally avoid self-critical statements?

Can the child differentiate areas of strength and weakness and feel comfortable with each?

Does the child appear to possess the skills needed to pursue the social contacts she or he desires?

Does the child have at least one or two friends by whom she or he feels liked and respected?

These global judgements were used to assess whether the two groups differed significantly in some abilities and characteristics which tend to be associated with better performance in thinking skills.

Two weeks following the teacher judgements, the teachers were asked to present the selected Talents Unlimited tasks using standardised instructions and classroom materials to the experimental and control groups in a morning session. Each task was limited to one hour after which the teachers collected the children's work for coding and analysis.

The Talents Unlimited tasks presented to

the sample included:

Productive Thinking where students are required to generate many, varied and unusual ideas or solutions and to add detail to the ideas to improve them or make them more interesting;

Communication where students are required to use and interpret verbal and non-verbal forms of communication to express ideas, feelings and needs to others; and

Forecasting where students are required to make a variety of predictions about the possible causes and/or effects of various phenomena.

All of the children participated in the Productive Thinking and Communication tasks. The teachers wrote down the children's descriptions of their ideas where necessary on the sheets provided for each task. For the Forecasting task, five boys and five girls from each group were randomly selected because of the demands on the teachers' time, given the one-to-one nature of this task. The data were collected in the four weeks before the end of the school year in June, 1996.

Results

The findings suggest that the Talents Unlimited approach to instruction is related to significantly improved performance on specific thinking skills in this sample of

children. No significant gender differences were found for scores from any of the experimental variables. Table 1 summarises the mean scores on each experimental variable for the whole group as well as the control and experimental groups.

The Productive Thinking task was scored in two ways with the first score (Productive Thinking 1) related to the number of different ideas generated by each child. Following a discussion about a witch who wanted to make a spell, the children were asked to think of many varied and unusual things that the witch could put in her cauldron to make the spell. The scores reflected the different ideas that the children produced. The second score related to the number of original and creative ideas produced by each child (Productive Thinking 2). This was scored in terms of the number of unique categories produced. The results for Productive Thinking 1 indicated a significant difference between the two groups with the experimental group (School A) scoring significantly higher on this measure compared to the control group ($t=4.79, p<.001$). This means that the experimental group generated a significantly greater number of different ideas for the task. The data from the Productive Thinking 2 task did not show a significant difference in the production of original and creative ideas ($t=2.86, p=.007$) but

Table 1
Summary of data for the experimental variables

Variable	Whole group	School A (Experimental group)	School B (Control group)
Productive Thinking 1			
Mean	13.73	19.58	7.88
Range	3-43	9-43	3-20
sd	10.26	10.91	4.94
Productive Thinking 2			
Mean	30.37	40.00	20.75
Range	6-116	12-116	6-63
sd	25.06	29.61	14.62
Communication			
Mean	8.37	10.62	6.12
Range	3-25	3-25	3-20
sd	3.49	5.77	2.49
Forecasting			
Mean	2.19	3.25	1.13
Range	2-13	3-13	2-5
sd	3.49	4.35	1.90

rather indicated a trend towards the experimental group performing better on this measure compared to the control group. In analysing the data for the whole group, a significant correlation was found between scores for Productive Thinking 1 and Productive Thinking 2 ($\rho=.9326$, $p<.01$). These data suggest that a relationship exists between the production of a large number of ideas and the generation of ideas which are more original and creative.

For the Communication task, the children were asked to think about the sun and how hot it can be. They were then asked to think about, draw and describe things that are hot like the sun. A significant difference between the groups was found with the experimental group scoring significantly higher on this measure compared to the control group ($t=3.51$, $p=.001$). These data suggest that the instructional approach to which the experimental group was exposed resulted in an increase in the children's use and interpretation of verbal and non-verbal forms of communication. A significant correlation was found between the Communication scores of the whole group and age ($\rho=.3350$, $p<.05$) with the older children scoring significantly higher scores in this task. Scores on Communication were found to correlate significantly with Productive Thinking 1 ($\rho=.4157$, $p<.01$) and Productive Thinking 2 ($\rho=.3829$, $p<.01$).

The data for the Forecasting task were taken from a sub sample of five boys and five girls who were randomly selected by each teacher in both the control and experimental groups. The decision to use a sub sample was due to the time demands of one to one teacher-pupil interaction in this task. The children were asked to think about snow and to imagine what it would be like if it snowed every day for six weeks. They were required to predict or forecast the effects of such an event. The data revealed a significant difference between the groups, with the experimental group scoring significantly higher on this measure ($t= 2.20$, $p=.036$) which tested their ability to make a variety of predictions about the possible causes and/or effects of such a phenomenon. Significant correlations were found between Forecasting and Productive Thinking 1 ($\rho=.4036$, $p<.01$) and Productive Thinking 2 ($\rho=.2958$, $p<.05$).

Analyses of the teacher judgements about

individual children's levels of ability in literacy and numeracy revealed no significant differences between the group (literacy, $t=-.59$, $p=.558$; numeracy, $t= -1.14$, $p=.216$). These data suggested that the two groups of children were comparable in ability in numeracy and literacy. However, using the six guidelines described earlier to identify level of self esteem (Pope et al., 1983), a significant difference was found between the teacher judgements of self esteem in children from the two schools. The children from School B, the control group, scored significantly higher in self esteem ($t=3.47$, $p=.001$).

Discussion

The results suggest that specific creative and critical thinking skills can be developed in children by teachers who implement a thinking skills programme. Thinking skills are considered to be 'tools of the mind' which are used to extend cognitive capability (Bodrova and Leong, 1996). Vygotskian theorists argue that it is the teacher's role to ensure that children develop and use such thinking skills creatively and independently. When children learn how to think and apply their skills to a range of situations, they also learn to take responsibility for their own learning and become independent learners (Paris and Winograd, 1990). More importantly, such researchers claim that when children's attention is focused on a particular skill and its uses, it can apply across the curriculum. Where such skills are absent, there may be long-term consequences for learning and the acquisition of higher order mental abilities in children.

While previous research has investigated the effectiveness of the thinking skills which are incorporated in Talents Unlimited (Chissom and McLean, 1993), the data have been collected mainly from samples of children in the United States. It is important that studies be undertaken in a range of social and cultural contexts in order to establish whether similar effects are to be found. This study focused on a group of English primary school students who were in Year 1. As with much of the previous research, these findings revealed that children in the experimental group who had been exposed to a metacognitive instructional approach performed significantly better than the control group of children in tasks where they had been taught some thinking skills and approaches to tasks

involving creative and critical thinking. While self esteem can be associated with performance levels on some tasks, in this study, self esteem did not appear to be related to higher performance.

Several factors may explain why student performance in the experimental group was higher. Research has shown that student performance is enhanced by direct instruction from teachers (Veenman, 1995). Given that the experimental group in the present investigation had experienced a full term of direct instruction in and practice with the Talents approach, their familiarity with the process is likely have produced the higher scores. The experimental teacher's familiarity with and her obvious enthusiasm for the instructional approach may have had an effect on the students' level of motivation to complete and master the tasks. The teacher understood her aims for children's learning and was able to select teaching methods and materials that were suitable for achieving her aims. The implementation of a specific approach to instruction may require greater organisational ability and better classroom management skills. The experimental teacher was a good deal more experienced than the control teacher who may have had to contend with a range of demands on her time and attention. Finally, research has shown that the transfer of control for learning from teacher to student enhances learning (Palincsar, Stevens and Gavelek, 1989). A fundamental principle of the experimental approach is active student involvement in, control of and responsibility for their own learning which may have resulted in increased student achievement motivation.

The crucial test of the effectiveness of any instructional programme is transfer, that is, the extent to which the competence in thinking acquired in one situation will be transferred to another situation (Nisbet, 1991). The present study has not addressed this issue. It is essential that future research explore the extent to which the teaching of thinking skills transfers to other contexts and the extent to which metacognitive skills are applied by children to problem solving in general.

Educational Implications and Conclusion

The results of this study suggest that particular instructional approaches to thinking, in this case Talents Unlimited, have

beneficial effects on the performance of primary school children in selected cognitive tasks. The implications of these findings point to the need for primary teachers to evaluate conventional approaches to developing cognitive abilities in their pupils and to become aware of and experienced in more effective and proven ways of assisting pupil performance. Training teachers to use specific instructional approaches is an investment in teachers and their professional development, especially if the particular approach emphasises teacher input, ownership and creativity as does Talents Unlimited. In addition, instructional approaches which assist teachers to integrate a metacognitive component into their curriculum are an investment in students because they empower students to take responsibility for improving their thinking and learning. Although cognitive development is only one part of a child's overall development, it is essential that primary teachers respond to the community demand for and the child's right to cognitive competence. Teacher training and in-service providers need to become cognisant of the benefits of certain instructional approaches on student performance and incorporate training about such approaches in their courses.

The perceived success of this approach to teaching has resulted in the local education authority funding the training of teachers to implement Talents Unlimited in another five schools. Given that the results reported in this paper are from one school only and are therefore limited in terms of generalisation, further research will be undertaken with a larger sample in order to establish more conclusive findings. Currently, further research into the effects of this approach to enhancing thinking skills in young children is being conducted in a longitudinal study of Reception class children in the two schools who participated in this study. Incorporated in this future work is an examination of the extent to which training in thinking transfers to other contexts and problems.

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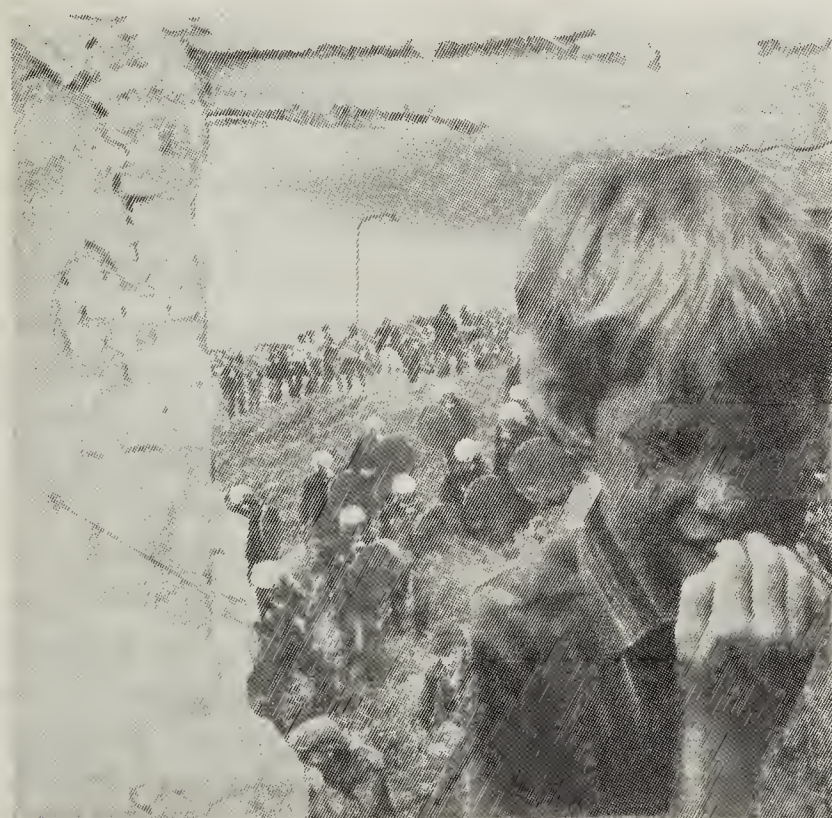
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Thoughts of War

by

Lida Dijkema

Introduction

'Self assessment and peer assessment may lack some of the precision of the best of 'formal' assessment - where (some) assessors have a great deal of experience and (sometimes) assess fairly and conscientiously. However, what may be lacked in terms of precision is more than compensated for by the benefits of deeper learning which go hand in hand with the act of learners themselves assessing' (Race, 1993:49).

Balla and Boyle (1994) point out that Institutes of Higher Education are under pressure to examine their systems of assessment, improvement is required by external examiners, employers and changing international views. From the tutor's point of view we might add that the need to improve our systems is driven by pressure of time and the volume of work to be assessed, in addition to a concern for quality in assessment. As student numbers grow so do the number of essays, exams and coursework files. As much of this assessment is summative, the result is an overwhelming submission of work for marking at the end of terms and/or semesters. As Race (1993) warns us in his list of ten worries about assessment:

1 Assessment is often done in a rush to meet exam board deadlines. It is rarely done under the best of conditions.

2 Assessment is often done by bored people, tired of reading the same answers to the same questions (and seeing the same mistakes), (p.41).

Anyone involved in this exercise must feel that marking large numbers of similar pieces of work is not only, at times, exhausting and boring but can be grossly unfair. An essay marked at midnight following 50 plus similar essays is unlikely to get the same attention or consideration as the first in the pile. Even with careful moderation and cross-marking the system is rarely fair to students

'Almost all assessors hide from the fact that their assessing depends on mood, number of scripts already marked, subjective interpretation of question and concepts and many other factors. In short, assessing is usually unsound.' (Race, 1993:80)

In addition, we should question the value of much of our summative assessment. Is the examination or assessed essay, in fact, a

relevant, valid, sensible assessment of the skills and knowledge we have tried to develop through the course?

'Assessment tends to be governed by 'what is easy to assess'. Therefore, traditional written exams (relatively straightforward to assess) are used. These measure students' skills at tackling traditional written exams.' (Race, 1993:41)

Perhaps then, as Balla and Boyle (1994) tell us, we should review our assessment procedures; do they in fact assess what we want assessed? Andresen (1993) exhorts us to:

start to examine critically why the task is being set, what its purposes are and what both we and our students are expected to get out of all the effort of setting, writing and marking it.' (p.20)

The Project

The project described in this article was developed as an adaptation to a course unit stipulation of a summative examination. One hundred and sixty Year 2 BEd students were involved in a short pedagogical course for which staff believed the formal examination was an inappropriate assessment task. They recognised the need for students to develop research skills and essay writing ability but could not accept the need to memorise facts, dates and quotations. In consequence, the exam requirement was modified and became an open exam with students given the essay title and assessment criteria five weeks prior to the date for writing. They were then allowed to bring collected resources and essay plans on the 'writing' day and allowed 1^{1/2} hours under exam conditions to write their essays. At least this task would assess what we saw as worthwhile skills rather than the ability to regurgitate facts.

The next step was to introduce the concept of peer assessment and suggest that students might mark each others' essays as part of the learning process. Race and Brown (1992) warn that peer assessment should not be imposed on learners against their will.

'Accept that there will be at least some learners who regard it as your duty to do the assessment yourself. It is therefore necessary to spend some time helping them to appreciate that there are very powerful benefits they can gain from peer assessment - particularly a deeper learning experience.' (p.48)

Discussion followed on what those benefits might be and students readily agreed that the experience would be worthwhile and offer the opportunity to apply criteria, to judge, to reflect and to compare. The staff believed the learning experience inherent in the assessment process was more important than the result of the assessment. Understandably the students, for whom the resultant mark contributed to an overall year assessment, were less convinced. Their overriding concern was for 'fairness'. Conway, Kember, Sivan and Wu (1993) in describing peer assessment undertaken by their students tell of a similar situation. Their project was singularly successful but students were concerned about the fairness of the assessment.

The majority, however, presented a most open and accepting response. Of 127 students, 64 had been involved in peer assessment previously, not in assessment of an academic piece of work but in judging seminars and/or art work. None of the students had marked such work before; indeed few had ever read an essay written by another student. All of them welcomed the opportunity to do this. Several students expressed concerns, largely of responsibility and lack of confidence in their ability to perform the task. A few suggested the system may be unfair and the question of peer pressure, jealousy or friendship interfering with fair assessment was raised. However, the overwhelming response was a positive one. Contrary to expectations, none of the students suggested it was the tutors job to do the assessing, at least this was not stated overtly!

One point questioned by students led to some discussion. Seventeen students felt marks should be moderated by staff. Tutors, however, were concerned to demonstrate their belief in both the value of peer assessment and in the ability of students to assess competently. To moderate all marks they felt, would denigrate the judgements offered by students.

'If the learners know that you will take over or intervene, the whole process does not work at its best! If learners really believe that what they say goes, they throw themselves into it much more wholeheartedly.' (Brown and Dove, 1991:8)

Following the marking of scripts the overwhelming majority of students requested moderation by staff. This request, it transpired, was double edged, they were concerned that their own mark should be a

true reflection of the value of their work and also that the marks they had given were a fair judgement. Tutors agreed to moderate the marks and 'scanned' the papers, resulting in small adjustments to 97 marks from a total of 146.

Staff remained unconvinced of the value of this, or indeed if their judgement was superior to that of the students!

On the 'writing' day the students, as described earlier, brought their resources and essay plans and, under exam conditions, had 1¹ hours in which to write the essay. They then took a break and returned to mark an anonymous script. The assessment criteria had been given with the title and were now reviewed. Several writers [Race, (1993), Race and Brown (1992), Andresen (1993)] suggest that assessment criteria are best devised by the students themselves, that this increases commitment and 'ownership' of the project and encourages students to approach both the task and the assessment of it in a more focused and efficient manner.

'Learners find out a lot about any subject simply by applying criteria to examples of work in that subject ... Previously assessment criteria have seemed to learners to be the property of examiners.' (Race, 1993:50)

Unfortunately time did not allow for students to discuss and devise assessment criteria, they were compiled by tutors and given to students at the start of the project. They were now examined for differential values and marks (out of 100) shared between them.

This discussion was valuable in that it enforced concentration on the criteria, enabled students to distinguish specific requirements and to allocate marks to them. It must be said, however, that if students had been through this process prior to writing the essays they may well have written in a more focused and concise manner, giving more attention to precise criteria. They did prove to be important tools in the assessment process and helped students to ensure some measure of objectivity and standardisation.

Having marked one essay, students exchanged scripts with a partner and marked a second one. They then compared results and moderated each others' marks. This negotiation was perhaps the most valuable element in the project. It required a deep and careful examination of the two scripts in relation to the overall presentation and, more

specifically, of the adherence to criteria. It necessitated discussion at a deep and considerate level and finally required judgement to be made. All of the students commented on this process being of great value, not only for them as assessors but for their future performance as assesseees.

'Evaluative conversation gives a learner some access to latent or passive knowledge and competence, especially when s/he can closely consider other people's comparable performances. This 'working over' of existing knowledge and competence, stimulated and supported by discussion with others who share an interest in the undertaking, is fundamental to effective learning.' (Blanchard, 1993:38)

Only one pair of students needed help at this point and that was with a script they felt was a 'fail'. They asked for tutor confirmation of their judgement and were concerned for the self-esteem of the writer of the script.

In their evaluation of the project students recognised the value of this consultation yet, at the same time, they found the allocation of marks extremely difficult. This is not surprising if their experience of marking levels is limited to those they have received themselves. They entered into the discussion and moderation process with enthusiasm, and a great deal of thought and reflection were expended before a final mark was allocated. Nevertheless they still lacked confidence in their judgement and, as described earlier, requested further moderation by tutors. In fact, those scripts had already received far more attention than they would have done under normal assessment procedures.

'We must also remember that conventional systems can often be far worse than these kinds of approaches in that the exhausted and overworked tutor may well be equally capable of over or under estimating student performance.' (Brown and Dove, 1991:64)

While this negotiation was extremely useful and emphasised the value of involving students in the assessment process, one major problem arose and that was anonymity. Some groups of students were given the papers of another group, the members of which were largely unknown to each other. This was not possible in all cases. No script showed a name, but where they were simply shared amongst the group who wrote them it was possible for a marker to recognise handwriting or for a

writer to be aware of who was marking his or her paper. In the moderation process the comments of markers could be heard by the writer. This, sadly, lessened the value of the consultations for some participants, and in addition they felt uncomfortable, self-conscious and embarrassed. While tutors had been very aware of the need for anonymity, they had failed to foresee this situation.

Conclusion

Overall, the attempts to involve students in peer assessment were successful. They used the skills the tutors were attempting to develop in performing the assessment task and the marking involved them in detailed and comprehensive discussion of the topic involved, the assessment criteria and of the quality of work. The collaboration and negotiation inherent in the moderation process provided opportunities for sharing knowledge and experience and for developing inter-personal skills.

If the project is repeated there are four areas for improvement.

The assessment criteria should be dealt with at the beginning of the exercise. It would be preferable for the essay title to be examined and discussed in the light of assessment, and the criteria developed by the students themselves. In that way they would be more aware of the focus, style and quality required from the beginning. Brown and Dove (1991) describe such a strategy and add,

'The most important outcome of this is that learners address the task with criteria in their minds, and the quality of their work seems to be much higher than it may otherwise have been.' (p.8)

If, in this case, the discussion of criteria prior to marking was seen as highly valuable, how much more so would it have been if students had decided the criteria themselves and had built on that discussion when planning their own work. Falchikov (1991) quotes Gray (1987) who found that

'the experience of self and peer assessment "brought home a number of truths" to his students who finally perceived the importance of concise, structured answers which directly addressed the questions asked.' (in Brown and Dove, 1991:17)

Maintaining anonymity must be a priority, at least until students gain confidence. In our case exchanging scripts between groups was sufficient, but students felt strongly that the valuable discussion on marking and

moderating could not be open and honest if the writer was in the same room.

There is, however, a further point to raise here, that is of feedback. The students received their final mark but did not see their script again, indeed they did not expect to as University policy denies them feedback after an exam. The markers could have offered very specific, relative and valuable comments to the writer had we built it into the project. The need for anonymity during marking/moderating need not preclude this feedback as the markers could, having been through the moderating discussion, prepare a written report for the writer.

'Students rarely get feedback showing exactly where they gained or lost marks or why. Marking schemes and marked scripts are locked away after exams. As far as students are concerned, most exams are therefore lost learning experiences.' (Race, 1993:81)

In this instance, the students were apprehensive and lacking in confidence, but with further experience of peer assessment they could be encouraged to share their judgements. Indeed as they (and tutors) become more familiar with the concept of peer assessment, more confident in their own ability and less self-conscious then a more 'open' attitude to the process should develop.

Students were asked for written comments on concluding the project and they responded readily, but a plenary session would have added to the value of the project. It could have served to consolidate learning and provided a forum for students to express concerns. Insufficient time was allocated overall; both the preparation and the conclusion were not given the importance they warranted and, consequently, valuable learning opportunities were lost. The experience was believed by staff and students alike to have been worthwhile and positive, if at times 'uncomfortable', and worth further consideration and development.

The need to address the problem of assessment is obvious but to change traditional

methods involves risk. There is little reported evidence of alternative methods or strategies to guide the would-be innovator, to demonstrate successful, efficient and 'fair' systems or to warn of the pitfalls. The value of peer and self-assessment is outlined by several writers and, theoretically at least, the advantages seem obvious. Critical reports of strategies tested by colleagues in order to build on the successes and avoid the disasters are now needed.

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Should Technology Education Embrace Environmental Issues?

Nick Givens

What connects environmental education with technology education? Why should school pupils engage with environmental issues within their technological studies? What opportunities for such engagement does a design-based technology curriculum afford? This article will attempt to address these questions, with particular reference to secondary education in England and Wales.

Common ground

It is useful to embark by recognising the features that are common to environmental and technological education. First, in the words of Posch (1994), both can be concerned with practical action directed to the solution of 'real world' problems and entail the use of a range of resources of knowledge, skills and value judgements.

Where this is the case, both cut across traditional subject boundaries by calling on knowledge and skill drawn from many disciplines but very specific to the context in which an improvement, solution to a problem, or satisfaction of a need is being sought.

Second, the rationale which underlies governmental support for both is often instrumental, in that education is seen as a means of enabling a future generation to solve present day problems, some of which the present generation has either caused or failed to solve.

In the case of technology, where the problem is poor national economic performance, there are politicians who identify underskilling in the workforce as the cause, and call on schools to provide science and technology education which will equip the young to rekindle the economy.

Layton (1994, pp 13) identifies such "economic instrumentalists" as key stakeholders in the nature and content of technology education. The following examples of their rallying calls span a century:

with fully equipped workshop-schools they would quickly raise up a body of scientific handicraftsmen who would quickly regain our former prestige in the great manufacturers.... Thus they would be able to defy the keenest competition of our foreign rivals and to maintain commercial supremacy
(Watherston, 1886, in Penfold, 1988, p. 13). and:

As a nation we are desperately short of people with professional, managerial and technical skills, and oversupplied with unskilled workers. We need to raise the levels of achievement of all our students if they are to find work, and if we are to survive economically.

(Jones, 1989)

Similarly, in the case of environmental degradation, there are politicians who offer environmental education as the cure, through which future adults will be equipped to restore and protect the environment. In 1995, John Gummer, the Secretary of State for the Environment in England, placed his hopes with future generations rather than his own:

Children are quite simply the most important element when we consider the future of the environment. They are the reason why we should all modify our own behaviour and so safeguard their future. Children are very receptive to ideas of proper stewardship of the environment. They are certainly more likely to grow up with a responsible attitude to the environment than people of my generation.

(DoE/DFE 1995, P3.)

Herein lies a tightrope for teachers who must seek to meet their pupils' entitlement to knowledge and skills which will best equip them to tackle such problems.

A critical factor is that technical knowledge and skill are necessary but not sufficient. Skilled potential workers cannot contribute to the economy unless financiers, employers and government have co-operated to provide work opportunities. Similarly, environmentally aware commuters cannot abandon their cars unless there is a viable public transport alternative. In both cases technical knowledge and skill, whether they concern industrial workplaces or mechanisms of environmental damage, do not fully equip the individual to be an agent for change, be it economic or environmental. A wider insight, which places industry and/or the environment in social, economic and political contexts, is prerequisite to empowerment.

Why should technology education encompass environmental issues?

Decisions about the development and application of technology are taken in a social,

economic, environmental and political setting, and have consequences not only for wealth but very much for the environment. A technology education which omitted consideration of the wider impacts of technological decisions would, therefore, be incomplete. In equipping tomorrow's adults for tomorrow, we owe them an education which fosters the capacity to assess the wider consequences of using technical knowledge and skill, in addition to developing the 'technique' itself.

Several authors clarify this distinction. The Hawthorn Institution of Education, 1984, quoted in Medway, (1989, pp 5,) refers to

education in technology... (which) concerns the acquisition of some of the knowledge and skills that technologies have (and) education about technology (which) would be 'a humanity' which 'examines technology in our culture',

while, expanding the notion of education about technology, Layton (1993, pp 61) discusses

critic competence: the ability to judge the worth of a technological development in the light of personal values and to step outside the 'mental set' to evaluate what it is doing to us (e.g. it might be encouraging a view of social problems in terms of a succession of 'technological fixes' rather than more fundamental considerations).

Black and Harrison (1986, pp 131) write of *awareness* of technology ... its implications as a resource for the achievement of human purpose and ... its dependence on human involvement in judgmental issues as an essential component in the development of technological capability.

Some might argue that the humanities disciplines are best equipped to address the wider implications of technology. Barnett (1994, pp 62-63) offers a convincing counter to this:

If the subject labelled technology is to be largely focused on practical aspects of designing and making, then it cannot possibly bear the sole weight of responsibility for enabling students to make sense of technology. To achieve the latter aim other subject areas must take technology seriously. However, an arrangement by which responsibility for practical capability rested with technology, and for critical awareness with subjects such as social studies, history or religious education, i.e. where values had been driven into exile from out of technology, would be undesirable. This would tend to confirm technology as a

ghetto for ingenious, specialist thinkers, and the humanities as the natural home for anti-technologists.

Opportunities within design-based technology education for environmental issues

Addressing critical awareness within design and technology does allow teachers to include, as Conway (1994, pp 112) suggests:

exploration of the implicit purpose and values in the technology that is taught/learnt through the content and pedagogy of the curriculum and the attitudes of the teachers.

In other words, pupils should evaluate the effects and implications not only of the uses to which technology is put in the wider world, but also of their own designing and making. In England and Wales this is in keeping with the Programme of Study for Design and Technology in the National Curriculum (DFE/ WO, 1995, pp 6-12) for Key Stages 3 (ages 11-14) and 4 (ages 14 - 16) which require that pupils should be taught:

to distinguish between quality of design and quality of manufacture, and use further criteria and techniques that help them judge the quality of a product, including:...

- *whether it is an appropriate use of resources...*

- *its impact beyond the purpose for which it was designed, e.g. on the environment*

and to:

- *consider the needs and values of intended users.*

and:

- *knowledge and understanding of health and safety as designers, makers and consumers, including.... taking responsibility for recognising hazards in a range of products, activities and environments.*

The requirement that:

pupils should be given opportunities to develop their design and technology capability through activities in which they investigate, disassemble and evaluate familiar products and applications

is expanded by a section titled "Products and Applications" (pp 8, 12). This offers technical and consumer-oriented evaluation criteria, but none which require students to evaluate environmental or social considerations. Thus by implication pupils are encouraged to evaluate the environmental consequences of their own work, but not of designs produced by others.

While the content of the national curriculum

does offer openings to environmental education, there is little explicit requirement to assess this. Assessment criteria for pupils' work in design and technology are provided by 18 level descriptions, divided equally between two attainment targets (AT1 & AT2). The descriptions for AT1 ("designing") contain no explicit requirement that pupils should consider the environmental impact of their work, while AT2 ("making") offers only one; which appears in the description of level 8: "when evaluating their products they identify a range of criteria that address issues beyond the purpose for which the product was designed".) It is noteworthy that pupils striving to attain levels 1-7 are, therefore, not required to address wider impacts of their designing and making.

The above constitutes a limited recognition of environmental or social considerations in the eleven pages which specify the design and technology curriculum for 11 - 16 year olds. Nevertheless, a comprehensive technology education requires that we treat the statute as a minimum, and the Schools Curriculum and Assessment Authority (SCAA, 1996, pp 4) encourages this:

it is for schools to decide how to teach environmental matters through the National Curriculum and how far to go beyond statutory obligations.

A recent conference Looking at values through Products and Applications, DPEE 1995 set out to assist teachers in using the sections on "Quality" and "Products and Applications" as keys to open up study of the wider implications of technology. It aimed to develop ways for teachers to help their pupils evaluate products perceptively, critically and responsibly.

The questions proposed "to generate discussion and reveal value judgement" when evaluating a particular product included:

- Is it (the product) really needed?
- Can it be part of the sustainable world?
- What/whose needs or wants were considered during each stage from design to disposal?
- What materials are used and why?
- What other resources are crucial, e.g. finance, fuel, labour, tools?
- Where do the resources come from?
- Are they likely to run out?
- Is there a problem of side effects, e.g. waste disposal or pollution?
- What effect will it have on the built

and natural environment?

- What happens to it after use?
- How long will it last?
- How easily can it be recycled?
- Who will pay for the cost of recycling?

The approach of looking at values through product evaluation, allows teachers to integrate the development of their pupils' critical awareness with the fostering of design skill and awareness: it simultaneously addresses both 'education *in* technology' and 'education *about* technology'.

The particular question "is (the product) really needed?" rightly addresses fitness of purpose, in addition to fitness for purpose, thus avoiding the potential pitfall identified by Barnett (1994, pp 57):

The values embodied in the notion of fitness *for* purpose are purely technical values. The fitness *of* purpose is not an issue.. This stance reflects the traditional pragmatic self-image of the professional engineer; engineers solve problems that have been defined as problems by other people. Engineers, absorbed in meeting 'technical challenges' espouse technical values and leave broader judgements to others.

Riggs and Conway (1991 pp 31) also warn against evaluating products in an ethical vacuum:

A beautifully constructed knuckle-duster, for instance, may meet all the criteria except the fundamental one, that of the desirability of the product in the first place.

In addition to those revealed by product evaluation work, there are other ethical considerations implicit in the type of products which pupils are asked to design and make. What message does it give if design briefs focus frequently on unnecessary packaging, novelties or other products from which there is little human gain? Both triviality on the one hand, and earnest worthiness on the other, can pose motivational hurdles for pupils.

The challenge is to make design and technology exciting, while also supporting students to develop their own ethical stance on how their technical skills should be used. In the words of Chapman, (1991 in Conway, 1994, pp 112):

Science and technology servicing a global economy rooted in free market competition and consumption, was seen to have very difficult priorities to those that would exist in a global economy based on co-operation and

conservation. Do we really want to educate young people so that they can deploy their... technological skills on the trivia of affluence... or do we want to educate them for a world in which, if they do become... technologists, their science and technology will be directed to... attempting to ensure the survival of planet earth?

In the light of the above the implicit requirement in the design and technology curriculum, namely that technology education is primarily about responding to situations by designing and making products, is problematic. A notable strength of the 1990 National Curriculum (DES/WO, 1990, pp 19) was that it required pupils to design and make not only: "artefacts (objects made by pupils), but also "systems (sets of objects or activities which together perform a task); and environments (surroundings made, or developed, by people)."

The definition of systems, in particular, required pupils to meet needs or opportunities inventively without necessarily converting energy and material resources into products. They were thus allowed and encouraged to look at changes in behaviour, or new ways of organising, as valuable outcomes of their endeavour. By requiring pupils always to show their capability by designing and making products, the 1995 National Curriculum (DFE/WO, 1995 pp 2, 4, 6, 10) implicitly promotes "technical fix" as the optimum solution to any need, thus obliging learners to consume. The flaws in applying this approach to environmental problems are highlighted starkly by Orr (1995, pp 17):

The point, however, is clear enough. We are trying to solve with technological Band-Aids what can only be solved by deeper and more thorough-going change. In Vaclav Havel's words, We treat the fatal consequences of technology as though they were a technical defect that could be remedied by technology alone... We cannot devise, within the traditional modern attitudes to reality, a system that will eliminate all the disastrous consequences of the previous systems... We have to abandon the arrogant belief that the world is merely a puzzle to be solved, a machine with instructions for use waiting to be discovered.

This is the most slippery portion of the tightrope walked by design and technology teachers. On the one hand teachers seek to

foster in our pupils' practical capability (Black and Harrison, 1986, pp 131-4) and confidence, and to share the pleasure They themselves take in interacting constructively with problems and situations, materials and tools. On the other, they have a responsibility to *bring values up to the light of day in the teaching and learning of design and technology; to categorise them (for example, moral, economic, technical and so on) and to make them the subject of deliberation and critical reflection between pupils and pupils and between pupils and teachers.*

(Layton, 1992, pp 53)

Teachers need to be honest about the costs of uncritical involvement in the indulgent consuming that is supported by a great proportion of technological activity in today's world. This can set up tensions that are personal as well as professional. As Budgett-Meakin (1992, p4) (quoting from Fritz Schumacher) puts it:

'The real pessimists are those who declare it impossible even to make a start'. If we as educators do not have a vision for the future of the young people in our care, and indeed for young people all over the world, then we are not being faithful to the true vocation of 'education' in its widest sense.

What should 'a start' comprise? In direct connection with their own designing and making, pupils can meet environmental issues through

- * choice of design brief
- * choice of material resources, and processes used to shape and modify them
- * criteria used to evaluate their design proposals and complete products.

These evaluation criteria may usefully feature in the specifications prepared by the pupils. The emphasis here is on learning about pertinent environmental issues and applying that knowledge, in the course of designing.

When pupils evaluate the work of others, they can be directed towards products and applications which have clear environmental consequences (positive or negative) and they can be equipped with questions which reveal the environmental issues and value judgements implicit in the way technology has been applied. The focus here is on acquiring knowledge and developing critical awareness ('critic competence' in Layton's terms, 1993, pp 61) or 'technological awareness' in Black and Harrison's (1986, pp 131) analysis.

In introducing key stage 3 pupils to 'meeting needs and wants', the Nuffield Design and Technology Project (Barlex et al (1995a pp 6-7)) alerts them to environmental risks, highlighting global warming and deforestation in particular, and to choices: 'The way we choose to use design and technology in the future could solve environmental problems'. Renewable energy, recycling and disposable products are briefly offered as 'possibilities'.

Similarly, the Royal College of Art Schools Technology Project (RCA, 1995a pp 114-6) offers the 'reduce, reuse, recycle' imperative with examples relating each to a particular design brief. The many design briefs offered by both of the above curriculum projects include some which explicitly address environmental issues, or apply 'environmentally friendly' technologies; for example 'Energy Associates 1&2' and 'Waste Not Want Not' (Barlex et al, 1995c, pp 130-133) focus on small scale wind energy devices and garments for extremely cold situations, respectively. At key stage 4, 'Nursery fun' involves the design of nursery furniture from a recycled card and 'street style' leads to a jewellery collection including recycled materials. 'Can Crusher' from the RCA project is self explanatory (RCA 1995b, pp 78-80).

Pupils' design activity needs to be informed by tasks which develop relevant knowledge and skills, these can also have implicit environmental elements. Several Nuffield D&T "Resource Tasks" (Barlex et al, 1995 d) do this: "Making connections" involves the design of storage products from re-used building materials; "Using image boards" invites pupils to characterise "green" and "greedy" through images; "Materials - where are they from and where do they go?" introduces renewability, recyclability, biodegradability.

In selecting materials with which to realise a design, pupils can be required to consider environmental as well as financial costs. Recycled thermoplastic sheeting for vacuum forming may only be available in matt grey or brown; less 'environmentally friendly' first use sheeting is available in many bright colours, and gloss finish. By exposing pupils explicitly to the choice 'bright and attractive or dull and friendly to the environment', we pull their values to the fore. Many similar choices exist, e.g. between manufactured board, based on sawmill or logging waste, and hardwood.

There is scope here for guidance on the environmental impacts of materials commonly used in design and technology. At an elementary level, this would give qualitative indications relating to raw materials, processes, use and disposal; a more sophisticated version could score materials on a 1-5 scale in each respect. The Nuffield project has made a start here: the key stage 3 'chooser charts' for resistant materials (Barlex et al, 1995a, pp 186-9) are introduced by questions about the environmental consequences of material choice, in terms of extraction, processing and disposal; key stage 4 chooser charts, (Barlex et al, 1996, pp 189-194) refer to sources, extraction and processing, and disposal of a selection of materials. There is much to be gained by further development of curriculum resources which not only present more data, but also highlight some of the assumptions which underlie it, and the difficulty in balancing one environmental gain against a different environmental cost.

Other opportunities to exercise informed environmental judgements arise in preparing specifications and in evaluating. The same skills and approaches can be used whether the evaluation concerns design proposals, products made by pupils, or products made by others. Layton (1992 pp 39) refers to seeing 'the values embedded in artefacts, systems and environments' by looking in particular at 'technology adoption', 'technology obsolescence or senility', 'technology transfer' and 'technology and gender'. Two of the approaches to evaluation offered by the Nuffield Design and Technology Project, (Barlex et al, 1995a, p74-5) are sensitive to environmental and social issues. "Winners and Losers" invites pupils to identify people who are directly or indirectly affected by the production of a product; "is it appropriate" invites them to test ideas or products against the following criteria derived from the work of Schumacher, and used widely by the Intermediate Technology Development Group (see 'Design and Technology, Strategies and Guidelines', also Budgett-Meakin, 1992, p14):

Technology is appropriate if:

- ... it suits the needs of the people
- ... it uses local materials
- ... it uses local means of production
- ... it is not too expensive
- ... it generates income
- ... it increases self reliance

... it uses renewable sources of energy
 ... it is culturally acceptable
 ... it is environmentally friendly
 ... it is controlled by the users.

Conclusion

To summarise, there is a strong case for pursuing environmental education within technology education. Capacity to make decisions which heed environmental impacts of their own technological activity is an essential component of the development of pupils' technological capability.

As adults, today's pupils will need to make judgements and decisions about the environmental consequences of their immediate lives, personal and professional, but also to contribute as citizens to the course charted by the society in which they live. The challenge of overseeing *sustainable development*, defined by the Brundtland Report ("Our Common Future", 1987, Budgett-Meakin 1992, p.5) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' lies only temporarily with the present generation of adults. Our pupils will soon enough inherit not only the biosphere, but also stewardship for it, and responsibility for providing "inter-generational equity".

A technology curriculum that has a strong emphasis on "technique" applied through design and make activity can, fortunately, incorporate environmental issues. These can be revealed within pupils' own choices e.g.:

- of design brief
- of specification, and thereby the criteria by which ideas and products will be evaluated
- of materials and processes.

They can also be brought to the fore in pupils' evaluation of the designing and making of others, and discussion of technological decisions already made. These approaches are entirely in keeping with the development of "full technological capability".

For those who yearn for more explicit environmental sympathy within school technology, the words of Edmund Burke are relevant: 'nobody made a greater mistake than he who did nothing because he could only do little' (Budgett-Meakin, 1992, pp 24).

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An Agenda for Professional Development

John Fein

In the last issue of New Era in Education (Vol 78, No1, pp.5-13) John Fein detailed the need for environmental and development education of the next century. The article in the present issue has to be read as a continuation of that dialogue.

Editor

Despite the rising interest in environmental and development education in schools and the expectations of governments, several studies indicate cause for concern. They indicate that good practice in environmental and development education is not widespread, that few teachers appreciate the full range of objectives, resources and strategies in these fields, and that few have received either pre-service studies or undertaken in-service professional development in them. These concerns make it timely that comprehensive

attention be given to the place of environmental and development education in pre-service and in-service teacher education programmes. The role of environmental education in teacher education is well developed in the international literature, chiefly as a result of the UNESCO-UNEP International Environmental Education Programme. There has been no comparable programmes for development education by UNESCO to date although this is changing with the formation of an integrated Environment and Population Education and Information for Human Development (EPD) programme.

Much needs to be done at all levels to foster professional development opportunities to enhance the integration of development and environmental education as the central role of the teacher in the diffusion of any innovation means that teacher education, at both the pre-service and the in-service levels, is vital.

Two quotations are commonly referenced in discussions of environmental education and teacher education. Both come from publications of the UNESCO-UNEP International Environmental Education Programme (IEEP), the process that seems to have done most work over the last decade to promote environmental education and teacher education. The first quotation states that teacher education is the 'priority of priorities' for action to improve the effectiveness of environmental education:

The role of environmental education in the care of the environment is crucial. What of the role of the teacher in environmental education ... ? Is it not, arguably, the priority of educational and, certainly, environmental priorities, as experience increasingly instructs us? (UNESCO-UNEP 1990, p.1)

Unfortunately, the second quotation laments an international pattern of neglect in addressing this priority:

Few, if any, teacher training programmes adequately prepare teachers to effectively achieve the goals of E.E. in their classrooms. (Wilke, Peyton and Hungerford 1987, p. 1)

A range of national and international surveys in recent years provide evidence of the deficiencies and lack of co-ordination in the provision of appropriate teacher education for environmental education in many parts of the world (see Bowman and Disinger 1980; Williams 1985, 1990; Spork 1992; UNESCO 1993a, 1993b; Education Network for Environment and Development n.d.). This neglect of environmental education in teacher education occurs despite the fact that the 1977 Tbilisi Intergovernmental Conference on Environmental Education (at which the voting delegates were government and ministerial delegates not environmental education specialists) emphasised

the establishment at the national level of a programme of action, with the aim, on the one hand of familiarising teachers and educational administrators and planners with different aspects and problems of the environment and on the other hand, giving them a basis of training which would enable them to incorporate environmental education effectively into their respective activities. This action should take the form of both pre-service and inservice training (UNESCO 1978, p. 24). Ten years later, the 'Tbilisi Plus 10' International Congress on Environmental Education and Training in Moscow in 1987

resolved that:

Teacher training is a key factor in the development of EE. The application of new environmental education programmes and proper use of teaching materials depends on suitably-trained personnel, as regards both the content and the methods specific to this form of education. Teachers well trained in the contents, methods and process of EE development can also play a crucial role in spreading the impact of EE at the national level, thus increasing the cost-effectiveness of the efforts made by member States to develop environmental education.... There is a need to identify the national objectives of the training of teachers and to develop plans for the training of teachers which can be implemented by the training authorities. (UNESCO-UNEP 1988, p. 12)

Much can and has been written about the reasons for the importance of teacher education in promoting the effectiveness of environmental education. However, two things are lacking in the literature: reports on research to seek explanations for the pattern of historical neglect and action, and reports on large-scale co-ordinated projects to address the problem. Tilbury (1993a, 1993b) has begun to trace reasons for the problem in the United Kingdom with her case studies of environmental education provision in three colleges of education. Her indications that factors such as the beliefs of lecturers, course priorities and structures, and the wishes of students may also help explain the neglect of environmental education in teacher education in those countries in which individual institutions choose their own curricula. However, it does not explain the neglect in those many parts of the world in which teacher education curricula are mandated or, at least, centrally determined. However, apart from survey reports on the impact of mandatory environmental education training in Wisconsin (e.g. Champeau 1990) we are yet to see reports on large-scale co-ordinated projects to redress the problem. A start is being made, but research and published reports are generally descriptions of action at the level of the individual institution, and most focus on pre-service education and neglect inservice initiatives.

Fortunately, a number of projects to address this need are being developed in several parts of the world. Examples include the *Toolbox* in-service education project

conducted by the National Consortium for Environmental Education and Training in the United States, the Environmental Education Initiative in Teacher Education in Europe (Brinkman and Scott 1994), the UNESCO Learning for a Sustainable Environment Innovations in Teacher Education Project in the Asia-Pacific region (UNESCO-ACEID and Griffith University 1994, 1995), the Indian national in-service education programme conducted on a 'cluster - model' (and incorporating workshops delivered by satellite) by the Centre for Environmental Education in India (Ravindranath 1993), and the Environmental and Development Education Project for Teacher Education in Australia (Fien 1995).

Teaching for a Sustainable World

A new 600 page professional development workshop manual called *Teaching for a Sustainable World* has just been published for the UNESCO-UNEP International Environmental Education Programme. *Teaching for a Sustainable World* provides exemplar training modules to facilitate pre-service and in-service teacher education on curricular themes and learning experiences that promote education for sustainability.

Writing in the preface to *Teaching for a Sustainable World* as Chief of the UNEP Environmental Education and Training Unit, Michael Atchia, describes *Teaching for a Sustainable World* as 'one of the first successful attempts, worldwide, to respond to the recommendation of Agenda 21 on Sustainable Development Education'.

Teaching for a Sustainable World is a revised, expanded and international edition of the materials developed in the Australian Environmental and Development Education Project for Teacher Education, and contains twenty-six 3-5 hour workshop modules on education for sustainability for use in teacher education. These modules were written by twenty-four educators from twenty-one different universities, government departments and NGOs across Australia, Zealand, the UK, Nepal and South Africa who worked co-operatively to write, trial and revise the modules. The project was supported not just by UNESCO-UNEP IEEP but also by the Australian Association for Environmental Education and AusAID, Australia's Agency for International Development.

John Fien, the Director of the Griffith University Centre for Innovation and

Research in Environmental Education in Australia, coordinated the project and was the major editor. He was supported by UNESCO and UNEP staff, including Orlando Hall (UNESCO), Michael Atchia and Wimala Ponniah (UNEP) as Associate Editors. Extensive consultation with education specialists in many countries has helped ensure the accuracy, cultural sensitivity and flexibility of use of the modules in *Teaching for a Sustainable World*.

The modules (see box) illustrate how environmental and development themes are related, and provide practical assistance for teacher educators who would like to include these important themes in their courses.

Introductory Workshops

1. A View of a Sustainable World
2. Environmental Education
3. Development Education
4. Development and Environmental Education Exploring the Links

Modules on the Nature of Sustainable Living

5. Teaching for Ecologically Sustainable Development
6. Introducing Sustainable Futures
7. Appreciating Sustainable Futures
8. Culture and Religion: Important Lessons for Sustainable Living
9. Exploring Environmental Beliefs

Modules for Subjects, Curriculum Themes and Topics

10. New Science: A New Worldview
11. Health, Environment and Community Development
12. Environmental and Health Education in Rural Communities
13. Community Action for Sustainable Development
14. Community-based Environmental Education
15. River Studies for Primary Schools
16. Consuming for Sustainability
17. Women, Environment and Development
18. The Population-Food Debate
19. Sustainable Agriculture and Rural Development
20. Traveller or Tourist: Tourism in the Developing World
21. Hope or Despair: Sustainable Living in Informal Settlements
22. Waste Management and Future Problem-Solving
23. Alternative Technology
24. Refugees and Development

Concluding Modules

25. Analysing Educational Resources for Environmental and Development Education

26. Personal Power and Planetary Survival

Modules 1-4 provide an overview of the interdependence of environment and development, and introduce environmental and development education and the linkages and similarities between them. These four workshops may be considered as a hub while the remaining ones are spokes that address particular themes and needs in education for sustainability.

Modules 5-9 explore the nature of sustainable development, sustainable futures and the role of environmental values and beliefs in culture and religion. They may be used in any combination and sequence but, preferably, after the four core workshops have been completed.

Modules 10-24 provide workshops on how the theme of sustainable living may be introduced into the teaching of particular subjects, such as science (Module 10), health (Modules 11 and 12) and consumer education (Module 16), and in the teaching of particular cross-disciplinary themes, such as community based environmental education (Modules 13 and 14), women, environment and development (Module 17), population, food and agriculture (Modules 18 and 19), and waste management (Module 22). The focus of these modules is to illustrate ways in which small starts may be made to change the focus of traditional subjects and topics to begin the process of education for sustainability. Module 25 provides guidelines for reviewing existing curriculum materials to diagnose how they may require revision or supplementation in order to ensure that resources are conducive to education for sustainability. Once again, the purpose of this module is to provide a starting point for those who may lack up-to-date curriculum materials and otherwise feel disempowered from beginning the process of education for sustainability.

Module 26 provides a range of strategy for aiding teachers and student teachers to clarify their sense of commitment to sustainability and uncover the inner resources they have to feel empowered to teach for a sustainable world.

Using *Teaching for a Sustainable World*

The particular audience for *Teaching for a*

Sustainable World are curriculum development centres, education systems, universities, teachers colleges, professional associations, teachers centres, community environment and development organisations and schools. Each of the workshops has been written with the needs of lecturers and other workshop facilitators in mind. The activities are phrased in terms of the things that workshop facilitators need to consider doing when planning and leading a workshop.

Generally, each activity is based upon a concrete learning experience which requires participants to work individually, in pairs or small groups to complete a task. Thus, the workshops promote active experiential approaches to learning and model the sorts of learning experiences that can achieve the wide range of knowledge, skill, values and participation objectives of environmental education. Lecture-style input is kept to a minimum and always referred to as a 'mini-lecture'.

Facilitators are strongly encouraged to obtain or develop local variations of the materials or to adapt the provided ones so that the workshops and the materials are as relevant as possible to the cultural and educational contexts in which they are working.

Indeed, locally adapted versions of the manual are strongly encouraged. Countries or institutions that would like assistance to publish an adapted version and/or a translation of *Teaching for a Sustainable World* are invited to contact UNESCO-UNEP IEEP (**Please insert exactly whom**) and the Editor, John Fien in Australia (Fax. +61 - 7- - 3875 7459)

Each workshop has a common format, which includes the following headings and sections.

- 1. Introduction:** Brief rationale and background information
- 2. Outcomes:** The objectives of the workshop
- 3. Workshop Outline:** A brief overview of the major components of the workshop
- 4. Materials Required:** The modules in *Teaching for a Sustainable World* generally provide all the materials that are required to conduct a workshop. Where this is not the case, the additional materials that the facilitator needs to obtain and prepare are listed (as in section B below). The materials are organised in categories:

A. Provided Overhead Transparency Masters

Resources (handout masters to be copied for participants)

Readings (background for facilitators and participants)

B. To be obtained by workshop facilitator, e.g. materials that need to be obtained by the facilitator and prepared in advance.

5. Additional Reading: A bibliography of materials used by the author in writing the workshop and which could prove useful for facilitators seeking additional background information.

6. Activities: These are always written in the form of instructions for workshop facilitators. This section provides direct suggestions and refer the facilitator to the resources in the workshop module and explain how they can be used.

The workshops are generally presented in three phases:

- * an introductory ice-breaker activity which seeks to build group rapport and provide an overview of the objectives and sequence of activities in the workshop;

- * a developmental phase which teaches particular concepts about the workshop topic and/or particular teaching strategies; and

- * a concluding activity which provides an opportunity for participants to apply what they have learnt in the workshop either to their own teaching situations or to their own personal and professional growth.

Probably the most common way in which the modules in Teaching for a Sustainable World will be used will be as 'one-off' activities incorporated into an in-service or pre-service education course being conducted for a particular groups of teachers. This may be as part of an afternoon or weekend in-service workshop or may be when a lecturer in pre-service teacher education (e.g. in a science, geography or social science curriculum/methods course) chooses to use one or more of the workshops (preferably an adapted version) to teach a particular concept or teaching skill relevant to the course.

However, perhaps the most successful use will be made of the manual when many of the modules are used as an integrated set - again, preferably, with local adaptations. The modules contain a total of nearly 100 hours of workshop time, more than enough material for a semester or year long subject in environmental education in a teacher education course. Such a course could be a core

or an elective one and is suitable for both primary and secondary teachers. Many of the workshops are used by the original authors in this way - and some use them, in conjunction with supplementary readings, in masters courses in environmental education.

The modules may also be used as the basis for a linked programme of professional and curriculum development for teacher education staff for whom familiarisation with the concepts developed in these workshops and the experiential learning strategies common to them may provide new skills and new ideas for their existing courses and programmes. For example, such familiarisation may provide a body of ideas and criteria to assist in the review of an existing teacher education programme and may guide decisions about the goals, content, structure and approaches to be adopted when new programmes are being designed. The modules have been written to facilitate their use in any of these ways.

Distribution of Teaching for a Sustainable World

Teaching for a Sustainable World was used for the first time at an Asia-Pacific Regional Training Workshop on Environmental Education and Sustainable Development in April 1996. The workshop, held at Lake Cooroibah in Australia, was sponsored by UNESCO-UNEP IEEP, the Australian Department of the Environment, Sport and Territories and Griffith University. This workshop for 30 participants from 20 countries in the region was a successful trial of a train-the-trainer programme which developed participants' skills for adapting the modules in Teaching for a Sustainable World and planning pre-service and in-service courses on environmental education and sustainable development in their home countries. UNESCO-UNEP IEEP is exploring ways of conducting similar train-the-trainer courses in other regions.

Copies of Teaching for a Sustainable World are being sent to key UNESCO and UNEP offices, Curriculum Development Centres and environmental education support units around the world. A limited number of copies is available to institutions. Please write to Orlando Hall at the address for Connect.

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Our Environment?



by Lida Dijkema

Discovery and Learning

An investigation into Vygotsky and his role in the development in children of a sense of stewardship of the environment, with a commitment to participation.

Anne-Karin Thompson

Anne-Karin Thompson was sponsored by WEF GB to attend the 39th WEF International Conference in Kuching last year. This is the presentation she made.

Introduction : Vygotsky's theories.

In the final chapter of his book **Thinking and Speech**, Lev Vygotsky once wrote that the findings of his research could be expressed by the poetic phrase:

*And as the bees which have sunk
into that silent Yule season,
so do dead words sink.
[Vygotsky, 1987]*

By this statement Vygotsky means that he found there to be a relationship of thought to word which involves the birth of thought in the word. Vygotsky also outlines how this connection between thought and word is not a static connection given once and forever, but a dynamic process. A connection formed within a process, a continuation of interactions. Like threads woven into a colourful carpet.

Vygotsky showed by his experiments that at an early stage speech accompanies the child's actions, reflecting the problem solving the child is involved with in a chaotic and unorganised form. As the child develops, the speech moves more and more towards the starting point of the process, eventually preceding the actions. Words then become an aid to a plan, constructed in the child's mind prior to initiating any actions. Vygotsky goes on to show that as speech develops, it forms the foundation for the development of imagination. The ability to restructure previous experiences into new possibilities. Imagination giving a mould, a shape formulating actions, enabling the child to go beyond previous experiences, reshaping or changing these 'components' by the use of what Vygotsky calls 'inner speech'.

This is development viewed/as a cyclic process rather than as a linear progression. Actions followed by words introduced through environmental influences, followed by actions and words in a simultaneous movement. Then

words initiating actions, and eventually words reshaping previously experienced actions, giving the child new experiences, resulting in new words being introduced by the restructuring of experiences.

Vygotsky concluded that the 'movement in the development of the child's thinking occurs not from the individual to some state of socialisation, but from the social to the individual.' [Vygotsky, 1987]

The implications of Vygotsky and his thoughts with regards to environmental education, is giving children a greater involvement in the construction of their social and natural learning environments. For Vygotsky's thoughts are about education as a participatory experience, and not as a provision of services.

The Scottish 5 - 14 Guidelines

The story I am going to tell you, is set within Scottish education. Scottish education differs from English education in many ways. While England has a National Curriculum, Scotland has Guidelines outlining what children between the age of five and fourteen should learn. The content of these guidelines is grouped into levels from A to E, E being the level children should have reached by the age of fourteen. Different curriculum areas such as language, maths etc. are covered individually as well as a suggested time scale for each subject. The highest time allocation, 25%, has been given to Environmental Studies, and cross-curricular teaching is encouraged so as to effectively translate the Guidelines into real learning situations.

Development of Informed Environmental Attitudes

I am only going to talk to you about a very small part of the Scottish 5-14 Environmental Studies. In fact I'm only going to talk to you about impacts of one sentence in that document. The sentence in question can be found under a heading stating that children should develop 'informed attitudes' towards the environment. As an example of what that entails it says that children should 'develop a sense of stewardship of the environment, with a commitment to participation.' It is these

words about participation which brings us directly back to Vygotsky and his view of education as a participatory and collective process.

The story of a Wild Area.

In 1993, in my role as Environmental Education Officer for an environmental organisation in Scotland, I was contacted by a primary school and asked to give a workshop about how to improve the informal part of the school's curriculum. In this case the children's playtime activities.

Arriving at the school, these were my impressions;

*'A hill with a road,
a Victorian school surrounded by a square
asphalt desert
a black plastic bag flapping in the wind,
a locked metal gate leading to an abandoned
garden,
a wilderness with tall trees
like giants sleeping rough.'*

When asking about the abandoned garden, I was told it did belong to the school. But that it had been locked up for years, deemed too dangerous for children to play in. Looking at the hard grey asphalt, I wondered what was meant by the word 'dangerous'.

The school also informed me that as a result of complaints about anti-social behaviour during intervals, a survey had been carried out among all the children of the school, asking them about their playtime. The results of the survey had been so grim, they shocked some of the parents into action. Apart from the constant fear of bullying, the children found the grounds; "windy", "too hard", "nowhere to sit", "an enormous puddle when it rains". Many said they just waited for the bell to go, so as to end their 'playtime'.

I was keen on exploring Vygotsky and his theories about children forming and being formed by their interactions in their social environment. Combining Vygotsky with Rousseau's thoughts of 'internal development of our facilities and organs is the education of nature', gave me the research questions I needed, and an action-research project saw the light of day. What would happen if the children took on the management of the abandoned garden? If they were allowed to initiate actions and use this piece of ground with as little interference from adults as possible, what would they do? What would be the impact on their awareness of their social and natural environment?

And so a Green Forum was elected. The Forum consisted of elected members from each class of the school primary 3 upwards. They met in lunchbreaks, and their job was to identify, initiate and carry out actions which improved the abandoned gardens at the same time as enriching the experiences of all the pupils during their playtime. Kay, a parent in the school, became involved as a helper to ensure every child got a chance to speak. She described the children's enthusiasm as 'nothing short of a miracle.' In no time at all they had organised an aluminium can recycling scheme with money raised going towards the improvement of the "Wild Area" as the garden became known as.

Work on the area began, with making the place safe to play in a first aim. Years of accumulated rubbish was removed, nature trails cut in the long grass and a log seating area installed. A litter rota was organised and home-made bird and bat boxes erected in the trees.

Playtime activities were now requested, and a series of environmental games based on Joseph Cornell's book '**Sharing Nature with Children**', were suggested and approved by the children on the Green Forum.

The Tale of the Soft Leaves.

[or notes of play in the Wild Area.]

The play has started and the children are now much more adventurous.
Shouts of 'look I have found a dinosaur bone' can be heard from the undergrowth.
One girl involved with a scavenger hunt, can't read the clues on the sheet of paper.
She wants me to explain.
When she is asked to find something from nature which is soft, she comes back empty-handed.

"Don't know anything soft."
I take a seedpod she has already gathered, put it against her cheek,
"What does that feel like?"
"It's hard."
Then a clover is held to her cheek.
"It's soft."
"Now go and find something else which feels like the clover."
She runs away.

She abandons the scavenger hunt. For the rest of the playtime she tries out grasses, sticks, pieces of bark. Anything she can find is held against her cheek, determining whether it is soft or hard. Her favourite seems

to be a large leaf which feels a bit like velvet to touch.

Sharon, a parent and ex-teacher, noted that she *"was impressed with how well the children got on together, how older ones helped young ones. Children who I would class as 'trouble makers', behaved well and were totally involved with what they were doing."*

And so an interesting study of the impact of social interactions within a natural environmental setting started to evolve. But this was not to last. For the action research study was soon to be transformed into a study of a grass root fight to save a local patch of the natural environment.

With impeccable timing the education authority declared the Wild Area as 'land surplus to educational requirements' and 'of no educational value.' A proposal to sell it off for housing developments was put forward. An out-burst of 'No Way' could be heard echoing among the local community and the children. To the children it seemed so unfair. It was their garden the authority wanted to sell. Had the sale been thought of before the Green Forum had been initiated, it is unlikely any child would have raised an eyebrow. The playtimes, and the sense of being able to do something worthwhile themselves, had made the children realise they had powers. A Deputy Director of Education came to the school to negotiate the situation, but refused to talk to the children. At a later Education Committee meeting he described the area as 'educationally limited' and 'flowing with dog dirt', a statement which bore no relevance to the area in question. By now the whole community was raging.

The children from the Green Forum were interviewed by both Scottish radio as well as by television. Letters were written to environmental bodies all over Scotland, ensuring a wide as possible covering of the issue. Statements of support soon started to arrive, eventually making the education authority wilt under the intense pressure. And so after a long fight, a deal was eventually struck. The Wild Area Action Group, a community group formed to save the land with representatives from the children's Green Forum, was given an official lease for the Wild Area. Safeguarding it from development, and giving the community the responsibility for its upkeep. Three years later a flourishing community garden can be found in what was once a wasteland, all due to children in a

Green Forum who once decided that they wanted to play under the trees in a wild garden, rather than on the hard asphalt around their school.

Conclusion

Lessons had been learnt. As Joy, aged 11, put it:

"I have learnt never to give up trying to protect the environment; more can be achieved when working as a community than as an individual; you can do a lot to preserve an area.

I hope this will help others who are trying to save an area."

We can also hope the education authority learnt something about children and their right and ability to *'develop a sense of stewardship of the environment, with a commitment to participation'* as stipulated in the 5 -14 Guidelines for Scottish education.

Although this is still to be proved.

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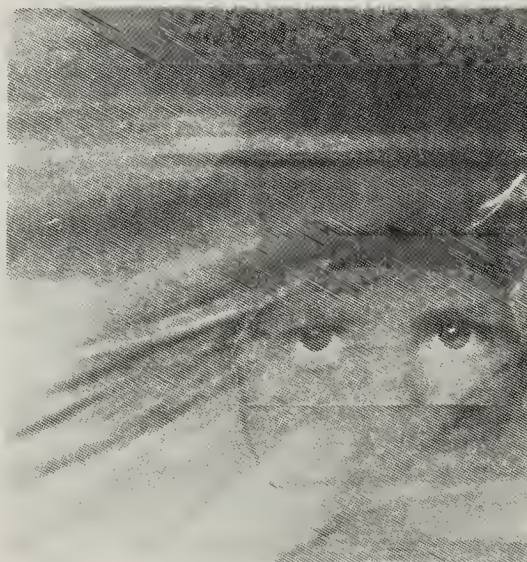
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Lida Dijkema

WEF Section News

George John

Conference: 1998/1999

40th International Conference of WEF hosted by the Australian Council will be held at the University of Tasmania, Launceston Site, Dates: Tuesday 29 Dec. 1998 to Monday 4 Jan. 1999. Theme: Vision to Action-Educating for a Better World.

Jack Campbell, the co-ordinator writes:

'Warm greetings from Australian Council members. the theme offers an opportunity to translate WEF principles and vision into educational practices which will improve the quality of life on the planet. The various Australian sections will be on a co-operative approach and I will maintain contact with all Sections, keeping them informed and answering queries that may arise through Casburn Education Resources. Conference will be innovative, informative, enlightening and educational but most of all will provide an opportunity for enthusiastic and friendly gathering of members and others.'

WEF - AUSTRALIA'S VISION OF A DESIRABLE FUTURE by Jack Campbell (Hon. Vice President WEF- International)

As a first step toward preparing a base paper for the 40th. International Conference of WEF: 29 of WEF- Australia's most senior members recently took part in a Delphi study involving an open-ended vision statement concerning a desirable society, ascription of ratings and weights of importance to the societal goals which emerged in these statements, and, finally construction of personal value systems featuring these goals. Perhaps not surprisingly in the light of WEF's roots within the thinking of Rousseau, these 29 WEF participants saw the development of particular characteristics in individuals as central to the creation of a better Australian society. They did not reject vocational training and technical skills, but claimed that, in a world characterised by the threats of war, poverty, disease, violence, and the abuse of human dignity, the current focus on this training and these skills will not lead to the kind of maturity which is needed. Nor does it

do justice to the potentialities of humankind. To transcend the present, the distinctively human capacity for "transcendence" should be capitalised upon and cultivated. What is needed are strong individuals with a strong human spirit, well developed senses of morality, empathy, and personal control, and equipped with imaginative ways of thinking and knowing. Then the scene is set for the emergence of a society in which personal interactions are based upon caring, co-operation and social justice, and in which wider responsibilities of an international and ecological kind are accepted. To provide a stronger launching pad for the theme of the 40th. Conference, consideration is being given to widening the present Australian study to incorporate the visions of WEF sections elsewhere in the world.

Activities of WEF Youth (JAPAN)

The starting point of WEF Youth was "Hours for Youth" in the 37th Tokyo International Conference, on 22 August 1994. Many young people participated "Hours for Youth." The numbers of participants of "Hours for Youth" were 69 persons, 60 of Japanese young people and 9 of foreign students (a Chinese, 2 Taiwanese, 5 Korean, and a German).

Many participants of "Hours for Youth" organised "Young Men's Group" after the conference. On 10 December 1994, "Young Men's Group" became "Youth Division" as one of the special divisions of WEF Japanese Section. Since 1994, we have continued these activities, (1) research and study of educational issues, (2) publication of News Letter for Youth division members, and (3) monthly meetings for study, discussion and recreation.

Many youth senior members support our activities. Main staff of Youth Division are: Captain: Mr. Hiroyuki Sakuma, whose major is Philosophy of Education. He is teaching at Junior College.

(e-mail: QWN02467@niftyserve.or.jp) Sub-cap: Mr. Michiya Sugiyama, whose major is History of Education. He is teaching at Nurses' training school.

(e-mail: NBB01564@niftyserve.or.jp)

Directors:

Mr. Katsuhiko Matsuyama, whose major is Social Education. He is working at an institution of social education.

(e-mail: KGH10064@niftyserve.or.jp)

Mr. Takuya Tanaka, whose major is History of Education. He is a teacher of an elementary school for blind.

(e-mail: QZI02304@niftyserve.or.jp)

Ms. Noriko Naka, whose major is Early Childhood Education, is a kindergarten teacher.

Ms. Mayu Nagao, whose major is Early Childhood Education. She is a teacher of a kindergarten.

We publish a News letter in Japanese for youth members since 1995. It includes study notes, reports of educational activities, book reviews, essays, information, and self-introductions.

Vol. I (1 June, 1995)

Hiroyuki Sakuma, "On the Activities of WEF Youth". Mitsuo Kaneko, "The Activities of WEF and Youth".

Takuya Tanaka, "Educational Characteristics and Historical Transition of New England Primer".

Wu Jianzhang, "Education of China for 21st Century". Michiya Sugiyama, "My Partner for Study".

Katsuhiko Matsuyama, "Culture Center of Koto-City : A Diary".

Vol. II (25 December, 1995)

Tametomo Mitsui, "Hope for the Activities of WEF Youth". Michio Ishikawa, "Seeking for Korczak".

Michiya Sugiyama, "Education for Bioethics".

Hiroyuki Sakuma, "Dr. Iwao Kouyama and His New Book".

Takuya Tanaka, "A School for Blind of Katsushika, Tokyo".

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Tetsunari Ishibashi, "Visit Historic Sites of New Schools, in Meiji Era". Ikuyo Torigoe, "Ideological Characteristics of Mother's Love in Emile". Kazumi Tsuchiyama, "For Systematization of Montessori's Educational Thoughts". Miyoko Matoba, "Dog and Man".

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A Message from the President: Prof. Shinjo Okuda

A Vision for the 21 Century

In the middle of January 1995, a minor tremor of a plate inside the earth's crust resulted in a major catastrophe in Japan. Early reports merely mentioned of a quake in Western part of Japan, with sparse details. But the real damage was beyond anybody's anticipation. Gradually, the horrible truth emerged; the number of dead and injured grew from hundreds to thousands. I realised, in retrospect, what really happened. For Mother Earth, the tremor was merely like the sound of shaking bones while loosening stiff limbs, but for humanity, it shifted positions of heaven and earth.

To me, this incident revealed the fundamental nature of our existence on earth: We are but insignificant creatures, one tiny group among many. Although being tiny, we are endowed with dignity and wisdom of enormous proportions. These qualities are enriched by education.

My observation of mankind is along three angles:

They live on this earth in a natural environment and are forever, in search of the ultimate truth about this earth. Accumulated knowledge of the past is inherited by us

through education, which enables us to utilise these resources. We, as trustees to this treasure, must add value before bequeathing it for posterity.

Human beings live in a co-operative and interactive society and aim to enhance comfort and security in their living place.

Finally, human beings treasure values and culture. They constantly strive to enhance these, for which education is the main tool. It is imparted at home, in the community as well as schools. Learning does not commence at the elementary level and end in secondary schools/colleges, for we continue learning throughout life, equipping and empowering us for a better life in society. Education helps us to think, discover, invent, understand fellow beings, broaden the vision and ultimately, attain self-realisation. Sum total of a community's experience helps mould its culture. Each country has its own unique culture and tradition. Education helps enrich and preserve these.

Communications revolution is changing our life style. New technologies afford great educational opportunities. Education will always be with us to help coping with the demands of present day society and equipping for the future. We must know where we stand

in the historical context. The objects of education include: promotion of international understanding, peace, respect for human rights, fundamental freedom and dignity. In a world of rapid change, basic issues such as, sustainable environment, health, security and harmony can only be achieved through a global vision. Education helps people cross narrow man-made boundaries and appreciate human diversity. As the President of WEF, I call upon all to have wider perspectives to equip us for the 21st century.

I summarise our mission as educators: The place for education should not be restricted to schools. There must be close co-operation among home, community and schools. Realistic assessment must be made to understand how a system of collaboration among these could be established.

Our legacy for future generations will serve as foundation for the educational system of the next millennium. Let us proceed with our feet firmly on the ground and aiming for loftier goals.

What is in a Name?

George John

WEF has an illustrious past; it has carved for itself a place in history; by bringing together peoples of different cultures and geographical regions and giving shape to many progressive ideas. Time has come to examine whether this great movement is equipped to deal with the demands of a fast-changing world or has outlived its purpose.

History has now placed us at a cross-roads; we should pause, reflect and take a right decision before we move on from the new starting point. It is important to search for a new identity that will recreate solidarity, enhance 'fellowship' in the widest sense, dynamism, universality that will further the cause of education world-wide and human values and ideas which will enable WEF to see its way forward into the next millennium. We must influence history, otherwise we will be thrown into its dustbin.

Leaders of the past had left an imprint on this movement and members also have added value to the principles of WEF. We must have a new name that will help express not suppress, encourage not discourage, unite not disunite and promote a sense pride in

associating with it. Continued advancement of ideas of global outlook and value systems, especially appealing to the imagination of younger generation who will have to be the torch-bearers of the future, will help us see our way forward. History sometimes hesitates for a long time before rejecting a name that existed for a long time. Renaming of a movement is a collective act and the name belongs to all.

Through the network of relations we made achievements in schools and in other fields of education. We are at a cross roads of a cosy past and a challenging future. The new title must enhance the dialogue on a global basis not reduce it into a monologue. We must seek enhancement in league with history and with ourselves.

We must seek reconciliation, fellowship and universality, and continue searching for higher educational values and promoting equality of opportunities. It must be in line with the ethos and the whole purpose of the movement. The term *Universal, global* or *world* does not exclude the particular but is reached through exploring the particular, enabling individuals to benefit and/or contribute and make a mark in history. Let us rededicate ourselves setting realistic targets.

Change is very much on the cards. We must keep up with the tide of change and influence it rather than fall asleep with the status quo, cosiness and passive inaction.

The meaning of the word 'Fellowship' has changed in course of time. It is said to imply being cosy, sexist, pious, religious, exclusive, fuddy duddy and inert. *Forum* has been suggested, which is seen by a few as aggressive or sharp, merely suggesting a meeting/debating place. Retention the acronym 'WEF' for the sake of historical reasons is desirable. Should we cling on to an 'F' word? *World Education, World of Education, International Education Forum* etc. have also been suggested. Will the readers and Sections kindly consider the matter and make their choice known to the Guiding Committee within the next three months?

Please Note:

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The full conference of international NGOs takes place every two years, the 1996 conference being particularly important because of changes taking place in the relations between NGOs and Unesco. It was also concerned to 'promote a culture of peace and sustainable human development' in line with priorities in Unesco's *Medium-Term Strategy 1996-2001*. The conference received reports from NGO working and ad hoc groups and from the Treasurer; nominated and elected the new Standing Committee and its President; and adopted a number of resolutions. At the closure of the conference the Director-General presented Mr Rao Chellikani, the retiring President, with the Gandhi Medal.

New Directives

Because of a proliferation of NGOs in various stages of activity and non-activity a scheme of reorganisation of relationships was agreed at the 28th Session of the General Conference in November 1965. As a result of the reconsideration of the various dossiers and submissions the current situation appears to be as follows:

- 12 NGOs Formal Associate Relations
- 23 NGOs now to cooperate via their affiliation to 8 umbrella NGOs
- 14 NGOs formal Consultative relations
- 7 Networks admitted to Formal Consultative Relations
- 48 NGOs and entitles admitted to Operational relations
- 52 NGOs Informal/Ad Hoc Relations
- 230 NGOs (approx) for which consideration is postponed
- 110 NGOs (approx) have failed to correspond since August 1994

The NGOs currently 'in limbo' and those virtually amalgamated under 'umbrella' NGOs are naturally not entirely happy with their situation.

There are anxieties too regarding the nature of 'Operation Relations' which is the status of WEF. In view of the lack of a clear definition of this relationship, Resolution No 9 has requested assurance from the Director-General that these 'Operational' NGOs should have.

- (a) the right to send observers to the General Conference;

- (b) to make statements there on items of their competence;

- (c) to receive submissions of Draft Plans for their advice;

- (d) to participate in the elaboration of the sexennial report;

- (e) to be invited to appropriate UNESCO conferences;

- (f) to have the right to participate, as full members, in the Conference of NGOs, as well as in the regional and thematic collective consultations.

Reports of the Working Committees

The report of a number of Working Groups set up by the NGO Standing Committee revealed a great deal of important humanitarian activity being undertaken. Substantial efforts have been made to increase public awareness in, for example:

Protection of children in armed conflicts and from all forms of violence

Environment and development issues
Women and the future (especially in preparation for the Beijing Conference, Women's Rights and the Development of a 'Culture of Peace')

Education for Human Rights, tolerance, democracy and peace.

Culture and development issues
The Family (especially re. Beijing, and Istanbul Summit on the Habitat)

A sub-group of the 'Women and the future' group produced a harrowing document *The Statute of the Young Girl*. Statistics indicate some 450m adult women in developing countries are underdeveloped due to malnutrition in infancy; some 25% of girls world-wide still receive no primary education; some 100m girls world-wide are victims of various kinds of systematic genital mutilation each year; large numbers of young girls are currently being sold or inveigled into prostitution; and a great many are victims of incest. The group calls for public action to reduce this toll of human suffering. The group dealing with 'a culture of peace' emphasised the need, among other things, for appropriate teacher training to enable future teachers to the necessary attitude changes.

Resolutions

Resolutions were passed in relation to all the working groups urging the Director-

General to provide a remit for continuing the work already begun, gain support for the work of NGOs on 'Science and Ethics', 'Literacy and Education for All'. 'Finance', and 'The Participation of Young People in Unesco Programmes' and to urge the Standing Committee to give its support to continue the

work on NGO-Business partnerships started at the Vichy Conference.

Dr Rex Andrews, formerly Principal Lecturer, Goldsmiths College, and Visiting Fellow, Institute of Education, London, is a member of the New Era in Education Editor's Advisory Team.

These extracts are taken from the International Dimension in the National Curriculum, by Rex Andrews, which was one of the two books that won the WEF Book Award, 1996.

Not surprisingly, attitudes to war are steadily changing....
The aggression and atrocities of the 'enemy' are recognised, but seen in a wider context of the despotism and corruption acknowledged to be endemic in the world - and in which we are all to some extent implicated. So by what values are we now to choose and change our allies as circumstances alter? And can humankind any longer afford to have enemies beyond the destructive demons buried in our own psyche? Whose messages do we believe in a war, when the first value to be set aside is inevitably Truth, as freedom of information gives way to secrecy, censorship and 'disinformation'? And when the second value abolished is respect for human life and dignity as we watch on television the tragic consequences of 'collateral damage' to innocent civilians? Educators need to be able to help young people find their way through these questionings. While not losing sight of the best ideals that have been transmitted from the past, they must take account of new attitudes, new insights and new possibilities. (Page 3)

People are probably best united by rejoicing in their variety. Human beings are not clones - not yet, at least. Fortunately the flexibility of the English language and the range of its distribution means that we probably have the broadest heritage in the world. Our membership of Europe, in addition, gives us an extension of our cultural range through literature in translation, if not always in the original. Our membership of the Commonwealth offers exceptional scope for insight into new literary settings and experiences. But most important of all, is our membership of humanity, so that gradually, if only through translations, we can come to know those things that are universal and important to the human condition, to living life fully and turning away from the destructive paths that blinkered, insular thinking has so often lead to. (Page 134)

Schools, however, must inevitable tend to operate on a small scale in matters of design and technology, and so the 'intermediate technology, and so the 'intermediate technology' approach advocated by the late E.F. Schumacher is likely to prove a practical one to adopt as well as fulfilling an ideal which will become more and more important as scientific and technological advances increase the danger of proliferating unemployment and cultural alienation in rich and poor countries alike. In all areas of scientific and technological 'advance' the notion of 'development' per se is now being questioned everywhere in favour of that of sustainable development. Schools, because of their size and limited resources are in good position to support and encourage such an approach. They are also well placed to experiment with solar, wind and (to some extent) water power-all cheaply available for small-scale projects.(Page 73)

Values Education: A Three-Dimensional Model

by William N Oats, The Friends' School, PO Box 42, North Hobart, Tasmania, Australia 7002, 1995 ISBN 09595600 3 3

William Oats in his **Values Education: A Three-Dimensional Model** showed his clarity and vision in the promotion of a clear set of principles which underlay both education and schooling. As is acknowledged in Tasmania "Bill Oats is a living community treasure." This book attests to such a claim and provides a sense of values and direction so often lacking in the lives of adults and children. The spiritual aspect is important and this is developed in the context of The Friends' School Hobart, a Quaker community. Being sensitive to the needs of others, service to others and the concepts of peace and justice are key ideas developed. The book is an inspiration to teachers wishing to live by a code of behaviour based on Christian principles.

William Oats is a distinguished educationalist. He retired from the headmastership of The Friends' School, Hobart in 1973. Previous experience had included teaching at The International School of Geneva 1938-40. He retired there as Associate Director 1949-51.

For his contribution to education the Australian Council of the World Education Fellowship presented him with the Clarice McNamara Award for 1990.

More recently William Oats has been Chairman of the Tasmanian Peace Trust 1989-93.

Values Education's emphasis on service to others and being sensitive to the needs of others (pp 24-26, 30-32) are very helpful guidelines for practising teachers and trainee teachers. They encourage professional development for all in listening, empathy and tolerance leading to increased communication skills and reflection time. A three-dimensional model of **Values Education** focuses on love of self (acceptance as a person of worth) as the basis, love of neighbour (a recognition of the same worth in others) as the social context, and love of God (a sense of awe and wonder at the cosmos of the spirit) as the third dimension. Values cannot be imposed by outward authority. They must derive from an inward prompting of the human spirit.

The book explores also William Oats' own inward journey in exploration of the dimensions of the human spirit.

Yvonne Larsson

Researcher/Lecturer, University of Cambridge
Department of Education, UK

Challenging Macho Values (Practical ways of working with adolescent boys)

by Jonathan Salisbury and David Jackson
The Falmer Press 1996 Hardback: £40.00
Paperback: £13.95 pp.304

ISBN: 0.7507.0483.7 (cased) 0.7507.0484.5 (paper)

These are not easy times in which to be a male adolescent. One set of voices is urging young men to be tough and manly; the other is urging them to accept that the age of women has now come and that men must settle down to being good house fathers and supportive partners. To make the jolt worse, many jobs formerly dependent on masculine muscle have now been taken over by technologies, while able young women press on to grades of achievement beyond female reach in earlier times. Nor can young men any longer bask in the glory of being potential warriors.

This all means that parents, teachers, youth workers and employers are in a new situation where young males are concerned. It is a problem that is constantly becoming more acute, up to and including the sad fact of increased suicide rates among male adolescents.

This book comes pat on cue to explore the situation. It is, the authors tell us, not so much a book to be read straight through - although it is, we should note, invitingly interesting - but is also designed as a source of information for those who find themselves involved in one or another of the many aspects of the young male problem of our times.

An important feature of the book is that it tackles the confusion of half-truths and nervous omissions which are all too common in the rather guarded sort of sex education that is liable to go on between parents and adolescent children and between pupils and teachers. The inescapable fact is that young males normally reach maximum virility in their late teens. We obviously have to take this reality on board and help the young to attain responsible sexual maturation instead of seeking to brush aside their burgeoning

sexuality. Many young people complain that the sex education they receive at school is not of much help as it never gets down to the real issue: 'How can I make a success of my own sexuality?'

Dodging the realities of human sexuality by teachers and parents leads to much confusion, pretence and distrust. This book should help both to be more open about presenting sex to the young as a desirable and valuable relationship between men and women. All the porno input has to be offset.

Another important, and related, area which the book examines is the father-son relationship. Many a father, himself brought up in the macho tradition, still nourishes the ideal that his son must be a 'real man'. This tends to mean a raw-minded young tough who pushes aside all gentler feelings as 'soft'. By taking such a stance, fathers can run counter to the growing social trend to steer young men towards greater sensitivity.

This leads on to the perennial problem of bullying which, though girls may embark upon it, is far commoner among boys. Young males have a great urge to feel important. What better way of doing that than making someone else look inadequate. But why are our young males reduced to such a pathetic way of bolstering their own self-esteem? Looked at this way, the incidence of bullying reflects on a school's failure to challenge all its pupils to establish a valid self-esteem without having to attain it at the cost of those more fragile than themselves.

The authors see bullying as mainly rooted in a society that has for so long been dominated by ideas of masculine strength and acumen. In this context, the bully is out to demonstrate that he has 'got what it takes'. The solution to this is not so much a matter of directing criticism at the bully but of building a friendly school community in which bullying just does not fit. The authors write: 'One of the most effective ways of preventing bullying is perhaps to look on the school as a community where the aim is for each member to be responsible for his or herself and for the well-being of all the others.'

It follows that such a school has to value cooperative friendliness ahead of competitive pressure. Competition has its place, but it should not be a dominant place.

Challenging Macho Values is so comprehensive in its approach that it is impossible to do its content justice in a short review. It is designed to provoke thought by examining an area of social change that needs

close attention at the present time when sex-roles are inter-mingling and inter-acting in unexpected ways. The book sharpens up the whole situation for understanding and discussion. Those involved in the areas it deals with will find it informative, challenging and rewarding.

Dr James Hemming:

A well-known writer, a long-standing supporter of WEF GB and a member of WEF Guiding Committee

Visions of the Future (why we need to teach for tomorrow)

by David Hicks and Catherine Holden

Trentham Books, 1995 £11.95 pp.160 ISBN: 1885856 030 6

It is an inevitable flaw in educational systems that they verge towards being out of date well before they have become firmly established. The classics, for example, were still being built up as the corner stone of good education long after their social and cultural value had evaporated. The authors of this book are fully alert to the dead wood lying about in education today. They are concerned to set off a rejuvenation which will enable the educational system both to take the present fully into account and to prepare young people to share in building the sort of future that has to be attained if our civilization is to survive.

The sea of challenge and change in which we are all now swimming makes **Visions of the Future** a top quality read for teachers who wish to keep up to date. Many parents also would benefit from its insights. The authors have boldly faced things as they are and as they will be. The social transitions surging around us call for educational transitions to match them. Patching up on the basis of past ideas cannot serve. A good example of this is the current row about a declared decline in reading standards. We are told we should get back to the 'sound practices' of the past. Such advice, however, completely misses the point that whereas, in the past, young people looked to reading for entertainment and information, today they switch on the T.V. What we have in education today is not so much a method crisis as a motivation crisis. It used to be all clear enough. You did what teacher wanted, passed your exams and took on one of the jobs around

that suited you. It could then be a job for life. It is not like that any more and probably never will be again. Where is the motivation to come from now? An important part of it, the authors feel, is to get the young to identify with a vision of the future that draws them into participation in creating it.

The book encouragingly reports that inquiries show many young people are already forward-looking. If the watch-dog of education, instead of measuring pupil attainments solely by the yardsticks of the past, were to bring in contemporary awareness as an important factor in motivation they might well be startled by the advances that have been made over the past few decades.

A heartening feature of the book is evidence of concern, even among primary school children, about the main problems that we have to solve in the coming century if the quality of life is to improve as time passes: pollution, environmental degradation, crime, high unemployment and other urgent issues.

The wisdom of the young in the context of the present shows through clearly. One adolescent complains: 'The problem with schools these days is that they're not allowed to talk about politics. Teachers have to be neutral.' This student has put a finger on the flat intellectual climate of some schools. To shut out controversy is hardly the best way to educate for a democratic society.

Another burst of adolescent wisdom is reported from a comment on the tragic Bulger murder case: 'Children get confused - like fact and fiction. They don't know the difference. They see someone get hit and then they get up and children feel they can do it - young children of 7 or 8.'

For modern children, steeped in mass communication, the most impressive text-book about life is the world around them - the global world and the local world. It follows that global and local events of substance should be included in the curriculum agenda as they happen. Too much class subject matter is still delivered at arm's length.

This book is clear, simple, factual, well referenced and highly contemporary. It offers a cure for complacency and a window of hope for the educational advances that are appropriate to the present. The days are over when the adults lived their lives in their adult way while the young were expected to learn what they were told and to play their spare

time away without doing any significant thinking for themselves. The young and their elders are now in a single situation together and our schools should be places where the problems of the present, and the right patterns of things for the future are shared as a part of the growing together as a learning community which is what education should now offer. Once our schools become friendly, dynamic, future-orientated communities we shall no longer have a truancy problem - nor a vandalism problem either. Facing the future together is always challenging and invigorating. **Visions of the Future** is exactly the sort of stimulus needed to unblock the stuck bits of our present educational system.

Dorothy Clark:

A recently retired Local Education Authority Inspector, UK and a member of WEF Guiding Committee

Fortunes and Fables: education for hope in troubled times

by Robin Richardson

Trentham Books Limited, Stoke-on-Trent, England

1996. 250pp. £14.95. ISBN 1 85856 0470

Educators who have been sent reeling by the recent attacks perpetrated by the likes of the ineffable Chief Inspector of Schools will find welcome reassurance in the opening sentence of Robin Richardson's collection of revised lecture transcripts and related papers. 'We are all fabulous,' he tells us. By this he means that we should see ourselves as 'heroic characters' in our own stories and that we should use storytelling to express the resurgent hope that will ultimately overcome the troubles besetting education in the nineties. Richardson himself interweaves stories - not always seamlessly - into the whole fabric of the book, since, as he says later in the introductory chapter, 'storytellers help their audience to make sense of current shared experience, particularly of traumatic experience, and give them a sense of hope and power'. In the first story of this chapter, a headteacher explains to her governors the nature of the educational trauma - imposed changes, the mechanising and marketising of schools, increasing inequalities, denial of cultural pluralism, denigration of teachers. The four sections which form the remainder of the book attempt to combat this negativity and 'to nurture ... generosity and hope'.

The first section, headed 'Somehow We Survive', focuses on 'the contexts in which teachers now work, and on the courage, determination and hopefulness which they bring to school each day'. It contains, inter alia, an analysis of the qualities that characterise good headteachers, a challenging view of the real task of public services (they should primarily be about empowering citizens, not satisfying customers), and a moving tribute to the memory of the anti-racist pioneer David Ruddell, in which the interwoven story *Daring to Fly* is particularly effective. There are also two slightly leaden humorous pieces and an extravagant Christmas diversion which contains, amid celebrations of creativity, the wintry confessions that 'we did make it terribly easy, in the sixties and seventies, for the new right ... in due course to gain the ascendancy' and that 'we're still rather disorganised' - points to which we return below.

'Turning Inwards', the title of the second section, deals with 'inner attitudes, feelings and outlooks', and the way 'inner and outer worlds intertwine'. The most substantial chapter here consists of reflections on the term 'spiritual development', how it can be defined in both theistic and secular terms, and how the individual's growing personal insight can be harnessed to confront the challenges of the outer world. This is followed by an address which shows, by means of reflections on a gradually unfolded folk-tale, how spiritual development may be fostered in schools.

The next section, 'Projects', returns to the 'outer world' and describes attempts 'to promote greater equality in British schools'. Of particular interest here is the account, all the more impressive for being written in a less flamboyant style, of the 1980s project in the London Borough of Brent, England known as the Development Programme for Race Equality (DPRE), but vilified by its opponents as the 'Race Spies' project. The disgraceful press hysteria which almost destroyed the initiative at birth is rightly documented, but there is an acknowledgement too of the other problems that led to the weakening and ultimate marginalisation of the project. There are similarities here with the story in another chapter of the downgrading or abandonment by the former NCC of initiatives designed to promote multicultural education, and of the limited influence attained by the independently produced handbook *Equality Assurance in Schools*. But hope must remain: 'the values, concepts and ideals underlying [such initiatives] are not so easily killed off'.

The final section, 'Beginnings', comprises a number of short pieces 'which explore and illustrate the nature of hope within specific

tiny situations'. The passages are readable enough, but disappointing in the context of the book as a whole; some could have been reworked and expanded, others discarded. Worthy of note perhaps is an incantatory piece called 'The Keys of the Country', in which he evokes and celebrates the interrelations between all those involved in education (including Local Authority Counsellors), but in general the situations are too tiny and too specific.

Such a brief summary can give little indication of the real flavour of the book, in particular of the centrality of the storytelling and the often theatrical language. Reactions to the texts will inevitably depend on personal tastes, for the problem is that we can have no idea of the effect of these lectures in performance as it were; what might be eloquent, vivid and moving to an audience may well appear emptily verbose in print. We catch, too, the squeak of the flipchart and the thud of bullet points in the numerous lists and enumerations in the non-narrative sections of the texts. One list of the characteristics of teachers worthy of praise contains 15 items, including the following, which also give some indication of the author's rhetorical exuberance: 'let us praise teachers who ... give seed and birth to carnivals ... take part in politics and attendant wordsmithery ... are midwives of new ethnicities ... experience dismemberment'. The stories are from a much wider range of sources than is usual in most educational writing: folk tales, authorial inventions, writers such as Chinua Achebe, Maya Angelou, William Boyd, Hanif Kureishi, John Updike.

One weakness of Richardson's stance is perhaps hinted at in the remarks quoted above about the ascendancy of the new right political and the relative disorganisation of liberal educators, and also in the accounts of the DPRE project and the *Equality Assurance* handbook: we have been altogether too naive, polite and inconsistent in the face of the ruthlessness of our adversaries, hope alone may not be enough. Putting it in the author's terms, we need to make sure that our stories become much more tightly plotted, kept under our control, and suffused at times with a necessary anger. That said, it would be churlish to end on a negative note: in 'troubled times' the generosity of spirit and breadth of vision which permeate this book are qualities far too precious to spurn.

Ken Gregory:

Co-opted Governor, retired Deputy Head, Kingsmead School, Enfield, U.K.

Themes for the Future Issues of New Era in Education and Deadlines for Contributors

December 1997: Inclusion and Exclusion in Education

Deadline for other contributions: September 1 1997

April 1998: Electronic Media: a replacement for books?

Deadline for articles: November 1 1997

Deadline for other contributions: January 7 1998

August 1998: Defining Quality in Education

Deadline for articles: March 1 1998

Deadline for other contributions: May 1 1998

December 1998: Education: Liberation or Oppression?

Deadline for articles: July 1 1998

Deadline for other contributions: September 1 1998

NOTES FOR CONTRIBUTORS TO THE NEW ERA IN EDUCATION

Contributions are welcome on any of the areas of the work of the World Education Fellowship. They should be sent to the editor, Dr Sneh Shah of Faculty of Humanities, Languages and Education, University of Hertfordshire, Watford Campus, Aldenham, Hertfordshire, UK, WD2 8AT, tel 01707 285677, fax 01707 285616.

LENGTH OF ARTICLES

These should normally be between 1,000 and 4,000 words.

FORMAT OF ARTICLES

Authors should send three copies typed on single-sided A4 paper, with double line spacing. The pages should be numbered and each copy should have, at the top of the first page, the title, the author's name, and the date sent to the editor. Once the article has been accepted, they will be required to send a 3.5 disc.

Citation of sources in the text should normally be in the convention (Graves, 1990), (Spielburg in Desai 1980), (Kironyo 1981, 1984, 1989).

References and bibliographies should normally be presented as follows:

Adams, E. (1955) **Testing Individual Children**, London, UK, Wimbledon Press.

Adams, E. (1975) Profiling, **New Journal**, 5(3), 55-74

Adams, E. (1981) Self-managed Learning pp 168-183 in Andrews, R (ed) **The Power to Learn**, London, UK Special Press.

Adams, E. (ed) (1988) **Profiles and Record Keeping** (Third Edition), London, UK, Special Press.

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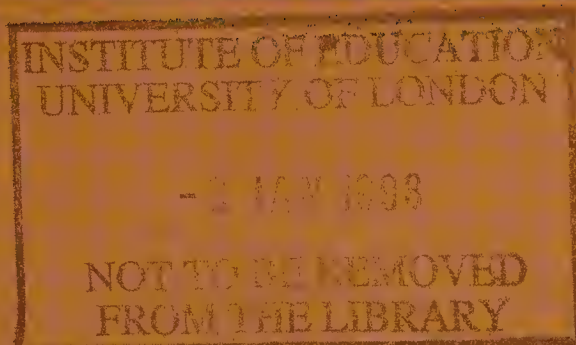
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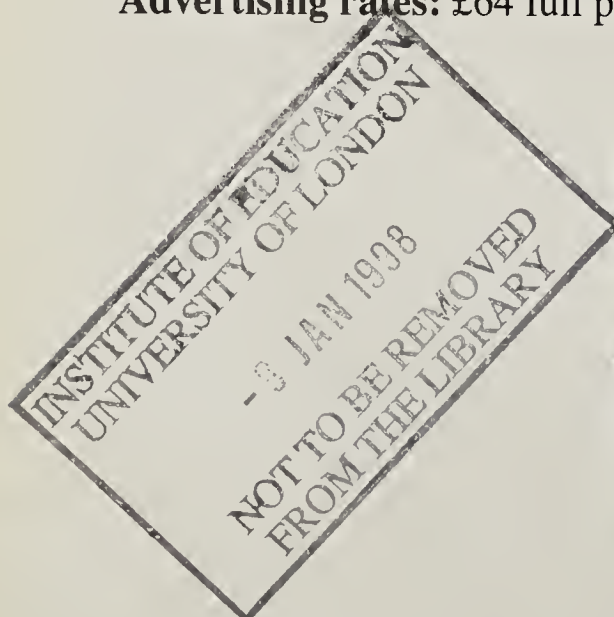
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Inclusion and Exclusion in Education

Sneh Shah

The current increased interest in the debates related to exclusion and inclusion in education focuses mainly on children with special needs. Very briefly the argument seems to be whether the special needs children should be in the mainstream or whether they should go to separate schools. Arguments in favour of the children being in mainstream are generally termed in favour of the need not to label the special needs children as being separate, even an inferior group, and to let all the other children accept the children as being human beings, with the same entitlement as everyone else. Those opposing it claim the move to get the children into mainstream is being driven purely by financial concerns and that the children have different needs and thus different provision is essential.

While one can see the logic of both sides of the argument, it is necessary to put the issue in a different, wider, more visionary context.

Education has generally suffered from an adoption by individuals/groups of specific issues, each one of them very worthwhile, but only a part of the total process of education for a society. Thus there are different lobbies arguing for rights of men/women, different cultural groups, different causes such as the protection of the environment or the spread of peace in the world. Each cause gets some supporters, and continues to develop its arguments in what in reality can be seen as a narrow framework. While there are advantages in having a deep analysis of a particular issue, there are many wasteful consequences of such separate, albeit dedicated promulgation.

The first one is that lessons learnt in the fight for each cause to be accepted and perhaps implemented in changes in education policy are lost. The exclusion/inclusion debate appears to be relatively new, but similar arguments were used especially in the 1970's and 1980's in England in relation to the teaching of English to children whose first language was not English. There was a widespread practice of withdrawing children from classrooms, or even of sending children to special English language centres before being put into mainstream classes. These practices were condemned except when the children had no knowledge of English at all, and strategies

were developed to support bilingual children in the mainstream classroom.

For different reasons there has been a debate about the inclusion of different cultural backgrounds in the same school, or the setting up of schools for specific cultural/religious groups such as Jews and Muslims. There has been some discussion about the merits of having children from different cultural backgrounds learning together and at the same time there is an enhancement of their cultural development if they are in an environment where that is the main focus.

Secondly, in each of these debates, there has been some reference to implications for society as a whole, but in very few cases have the arguments been followed through. The result is that decisions are taken by different governments, on the basis more of political expediency than the needs of society. The same appears to be the case with the inclusion/exclusion debate.

What is the most appropriate solution for any society?

The notion of holistic education has to be seen to lead to different focuses in schools. The normal approach is for the children in the special categories, such as special needs and second language learners, to be seen to require extra support. Thus, all the time, it is the question of these children having to fit into what is regarded as the normal classroom. But what is the normal classroom? A lot of literature acknowledges that every child is an individual and that they have to have special treatment. It is, therefore, time that the school was made into an institution that catered for everyone's individuality. This calls for a re-thinking about the type of teachers that are appointed, and how the school community is organised. It is unrealistic to expect that every teacher can deal adequately with all the diverse needs one can find in any school. However, the specialisms that are currently being promoted into schools should go beyond the category of subject disciplines. For instance, the staff should invariably consist of some subject specialists, but also full-time (not part-time and peripatetic) specialists in a whole range of issues such as special needs. The programme of teaching should be derived from the collaboration of all the staff, and not just the subject specialists who would then require the 'support teachers' to adapt the work for the particular categories of children.

This must be an unquestionable task for educators for the new millennium.

Twelve Children's Perceptions of Reading

Claire Ralls and Louis Murray

Imagining the Scene - Identifying Features of the National Debates on Literacy and Reading

It is widely believed that a child learns to read through a variety of different experiences and stimuli. However, there is no clear agreement as to the correct way(s) to teach reading or to induce motivation to cause reading behaviour to occur. Indeed, the intensity of the debate about the teaching of reading, standards of basic literacy in young children, and national attainment levels in oracy and writing, has been fuelled by extensive commentary in the media, research studies conducted by NFER and similar agencies, and a growing public awareness of unfavourable comparisons between British children of primary school age and their counterparts in other countries. So heightened have political and social sensibilities become that the Basic Skills Agency has found it necessary to preside over Family Literacy Programmes.

Such programmes hold to a concept of effective reading. As a signpost to the empirical purposes of this small study we offer the following characterizations of an effective reader.

...a love of literature, a confident use of books, the ability to be sufficiently interested in something to want to find out more about it, the desire to savour the humour and excitement of an author's words, the willingness to persevere when the going gets tough and, most importantly, the disposition to read.

(Pearson, 1988; p.160)

It is, however, now generally accepted that fluent reading involves making sense of coherent and complete texts, and that in turn involves understanding the purpose of a piece of writing and the intentions of the person who wrote it.

(Gorman and Fernandes, 1992; p.4)

The ability to read is of great importance to a child's life at school. If a child succeeds or fails at reading, it generally follows that they will succeed or fail at other instrumental tasks in school. The way reading is taught in school, the meaning and value placed on it as perceived by a child is then of the utmost importance if educators are to succeed in helping children to read and remain readers throughout their lives.

It can be argued that in British infant and primary schools, the decline in traditionally formal approaches to the teaching of reading has led to a largely uncritical adoption of eclectic teaching methods. The differentiated character of these

pedagogies, reading schemes, whole book approaches, reading recovery by phonics and so on, has contributed to teacher polarization on best ways to teach reading. Similarly, ideologically-driven advocacies for one method over another, and general decrements in reading attainment scores in cohorts of young children are associated with the condition of indeterminacy in the teaching of reading in primary schools. The features of this now publicly discussed phenomenon are analysed by Gorman and Fernandes (1992), Goodman (1982), Smith (1985), Waterland (1988), Pearson (1990) and in the important HMI report 'The Teaching and Learning of Reading in Primary Schools' issued in 1991.

The clarion call for 'back to basics' in contemporary schooling finds its echo in traditionally formal approaches to the teaching of reading. Such methods (it is necessary to use the plural as it is impossible to discern a single traditional method) tend to emphasize structure and mechanistic principles such as the phonetic learning of the alphabet as a prelude to the whole word. Such methods affirm:

...that reading is acquired by strictly logical means for strictly logical purposes and, almost entirely, by formal, sequential reading.

(Waterland, 1985; p. 8)

This is achieved by the use of graded reading schemes, phonics or the association of speech sounds with printed symbols, flash cards, on which words printed on single cards are learned for meaning, sight words, or words visually recognized without the need to resort to analysis, and word building activities leading to complete sentence comprehension.

In contrast, advocates for informal approaches assert that children learn to read by reading! The apparent tautology is explicated thus. Reading must be taught as a whole and complete process caused to occur by participation in a rich variety of language experiences such as storytelling, drama and poetry.

It is [the process of acquisition] a continual interaction between the reader's language experience, understanding of the world and strategies of decoding, and the text's meaningfulness, graphic clues, predictability and interest level.

(Waterland, 1985; p.9)

A further perspective is provided by Carter et al. (1990, p. 146). These writers, somewhere in the middle ground between 'traditionalist' and 'informalists' argue that:

...reading cannot be properly understood or learned if separated, in theory or in practice, from other language processes that are part of being literate in a literate society, speaking, listening and writing.

This approach, while advocating the use of 'real' books, is generally known as a 'whole language' approach to teaching reading and is much in evidence in both schools and teacher training courses (Brooks et al., 1992). Indeed, the conflict and division in teaching reading is often emphasized in teacher training courses. Brooks et al. (1992, p. 30) comment on the uneasy compromise in teacher training where research is claimed to show no superiority for any single method of teaching reading, but lecturers' lectures implicitly make their preferences known to impressionable students. Preference is usually for informal methods.

Several courses had discussed the ongoing debate with their students... In one case this was said to lead to violent arguments, with protagonists dividing into 'real books' and 'reading scheme camps'.

(Brooks et al., 1992; p. 59)

Beard (1987; p. 13) in an article signally titled as 'Battle of the Books' warned 10 plus years ago of over-polarization in the reading debate:

Reading development depends on many complex social influences and psychological factors... It remains unlikely that any method of helping children to read will ever hold the single key to success.

Whilst Beard's lament has been clarified by the research effort in the reading field in the last 20 years, the debate, particularly as it pertains to 'standards' remains hard to reconcile and synthesize. For example, Gorman, Hutchinson and Trimble (1993), Gorman and Fernandes (1992), and the obliquely identified 'Perspectives 44' (1991) group take different standpoints on the reasons behind the reported decline in reading performance. Changes in family demography, the teachers' industrial disputes in the mid 80's, children's exposure to television, workloads imposed on teachers by the National Curriculum, and a 'culture of blame' heaped on 'real books' approaches, are variously identified as the root of the problem. A renewed emphasis on formal methods therefore, energized by national stridency, is understood by Pearson (1988, p. 159) as a necessary condition:

of the need to see a proof of such methods as having worked

'Proof' obtains by having a structure a reader can be compared to and/or testing. Such a structure is often predicated on pretest and, when the skill is

taught, another test. These tests indicate whether the child has progressed and what they have achieved. The principle is well embedded in the National Curriculum Standard Assessment Task EN2 for reading. This task has ten (10) levels and children tested at Key Stage 1 when they are seven years old who achieve a Level 1 are 'below average readers'. Level 2, 'average reader' and Level 3 an 'above average reader'. Level 2 is further divided in 5 grades (A-E).

Davis and Brember (1994, p. 8) in commenting on the reliability of SAT measurements when compared with scores on standardized reading tests, which are produced as age equivalent scores, illustrate the problem of 'proof'. Their data suggest that SAT reading scores, because of teacher subjectivized judgements, were unlikely to provide:

...a sound basis for assessing the standards of progress of children in reading so that parents can rate their child within the class, the school within the LEA and the LEA within the national league tables.

However, they concede that a child achieving a SAT Level 2 is of average attainment.

The UK national debate on reading standards is inescapably cultural in character. It says something deep and profound about the British psyche in respects of educational matters. It cannot, however, be abstracted from wider international, psycholinguistic and psychoanalytic perspectives on literacy and language acquisition. Central to such perspectives are the concepts of attitude, predisposition and motivation.

Bettelheim and Zelan (1991) use the construct of 'personal meaningfulness' to propose an essentially psychoanalytic solution to error strewn reading. The sympathetic analysis of error and the corrective feedback supplied are viewed as essential in causing the child to first understand, then sequentially self-correct his errors.

Pearson (1988) refutes the discrete compartmenting of reading skills by conceptualizing the reading process as an integrated 'whole'. Active word discernment strategies are not separated from willingness and enthusiasm. These properties may be collectively viewed as 'attitude to reading'.

Lewis and Teale (1982) form a parallel position with the theorem that enjoyment of reading is an elastic 'satisfaction variable'. Individual readers 'enjoy' the act of reading according to the value it has for them.

Further empirical support for this notion is offered by Southgate, Arnold and Johnson (1981). A four year study into primary school reading activities suggests a serial theory that connects predisposition to enhanced motivation and preferred reading style.

These components eventually coalesce into 'ability' that can be subsequently assessed by the functional uses to which reading is put. This work has important implications for the empirical phase of this study and is discussed in greater detail later. Suffice to say at this stage that psychologically-oriented work on reading, tending to focus on the inner motives and attributes of individuals, is germane to the analysis of well established school practices such as 'reading time' and the long term consequences of these on learner attitude towards reading.

Two recent perceptive commentators have added a postscript to this debate:

It may well be that if human agency was removed certain teaching methods would technically be more effective than their alternatives, but it is very difficult to discount human agency. This is exemplified in the teaching of reading. The commonsense view of the lay person might well be that different approaches to the teaching of reading could be ranked in terms of their effectiveness. This 'commonsense' might be extended to encompass a view, without experience or evidence, on which of the various approaches was most effective. However the evidence is that teachers tend to adopt their own mix of strategies both in relation to the teaching of reading to all children and, within the overall strategy, in relation to the needs of particular children. It would therefore be extremely difficult, if not impossible, to identify the 'best' method of teaching reading.

(Hoyle, E. and John, P.D., 1995: p. 91)

It is into this complex and undoubtedly aggravated context that the field work for this study fits. We now propose to outline the features of the fieldwork and the research purposes that underpinned it.

Contriving Purpose - the Child's Perspective on Reading

It was not the intention of this study to replicate major studies on reading effectiveness. As outlined above, there is a great deal written about, discussed and even laws passed as to how children should learn to read and be assessed. The literature reveals a perspective which is frequently an adult one, system-based and 'top-down'. Curiously, little notice seems to be taken of how children perceive this process and its effects. Tony (1986; p. 44) in his paper about Leslie, a reading failure, reminds us that:

...we should remember young children will also develop a view of the tasks they have to undertake.

The tasks specifically referred to here are reading with the teacher, quiet reading time and work associated with reading. It is assumed in this research, therefore, that a child's perception has an important part to play in whether they learn to read

for pleasure and function throughout their lives. The assumption fits the research style known as 'Practitioner Based Enquiry', the obligations immanent in that methodology (Webb, 1990; Murray, 1992; Felton and Murray, 1995), and the reported concerns of local teachers that children having difficulties with reading, paradoxically, are of the opinion that they are good readers!

This study of twelve (12) children's perceptions of reading was undertaken to answer the following questions.

1. What do the pupils think their reading capabilities are?
2. Do the children have specific views on why they like or dislike reading?
3. What do teachers think the pupils achieve in reading tasks?
4. What are the pupils measured capacities in reading?
5. Can the children's perceptions of their attainments be revealed in discussion?

A Limitation!

It was beyond the scope of the study to construct or analyse psychological and dispositional characteristics of the pupil respondents. It is conceded that this could be very interesting data given the plausibility of the connection between reading behaviour and personality traits exhibited in the psychoanalytic literature. Perception was regarded as constant in this study and defined as:

Collectively those processes that give coherence and unity to sensory output.

(Reber, 1985; p. 527)

School Context

The fieldwork phase of the study was conducted in a one-form entry, infant school in Hampshire, with twelve children from two year 1 / year 2 classes. Mean age of the children when the data was collected was 5 years and 8 months. The catchment area of the school was inner city, and children classified on school entry criteria as from middle and working class backgrounds. The sample of children chosen was judgmental. That is, the class teachers exercised professional judgments in respect of selection on within-class ability. The teachers were asked to choose two children from each group of good, average and 'hesitant' readers. Plant's (1988) term 'hesitant' was used as it is difficult to accurately depict a child who is just starting to read. The logical term to use after 'good' and 'average' is 'poor'. However, dictionary definitions of the latter term list meanings as inadequate, inferior, deficient, etc. Therefore, it is not a term to apply to children of this age who may go on to be fluent and capable readers.

Data Sourcing

The information for this study was gathered from examining progress reports and reading records for each child, teachers verbatim reports, descriptions of the learning environment, SAT scores carried out under National Curriculum rubrics, and interviews with pupils and teachers on an individual basis.

i) *Pupil Interviews*

Pupil interviews were first conducted, tape-recorded, transcribed and analysed. The pupil interview schedule and its construct validation is at Appendix A. The methodological principle here was that analysis of the utterances of pupils provided meaningful perceptual clues which could be interrogated against the validation criteria set for each question of the interview schedule. The validation criteria were selected from a range of research texts that emphasized the child and child interactions as central to the reading process.

ii) *Standard Assessment Task (SAT) Scores*

SAT test scores were next generated for each child. These were taken as a single measure of reading capability when, importantly, set in the school reading context and in the perspective of teachers' beliefs about reading capability in the sample. SATs are of interest because of their emerging normative character. Unlike standardized reading test procedures, they are becoming embedded in school culture under National Curriculum requirements and they tend not to disturb daily life in the school. From a research measurement point of view, they are particularly advantageous in that respect.

iii) *School Reading Policy*

The school reading policy is defined by a philosophical objective that is made available to parents in booklet form.

To enable children to enjoy reading, to understand that reading always has a meaning, to gain confidence in their [pupils] ability to read and to develop the skills they need towards independence in reading.

This objective parallels the 'anchor' definitions of effective reading provided at the beginning of this paper. The objective translates in the school into informal pedagogies with emphasis on a whole language approach. 'Real books' are used mixed in with selections from reading schemes and set school collections. Figuring prominently are the Oxford Reading Tree Series, The Sunshine Books and the Collins Book Bus story books. The books are graded with a colour code representing stages 1 to 3. When the children reach Level 4 they move onto books that are not colour coded. The coding scheme is informed by the levels structure of SAT EN2 for reading. These books are kept in the classroom either in group ability

boxes, type of book, or general boxes. Each classroom has a selection of school library service books which can be read in the classroom. The children are expected to visit their local library once every two weeks. This is in addition to the schools active borrowing policy. Each class has a dedicated 'school library time' and the children acquire basic library skills by reference to 'Book Trails' and similar procedures. Each class in the school engages in 'USSR' (unstructured silent reading) for 20-25 minutes after lunch. During this time class teachers may choose to hear individual children read.

iv) *Half Term Reading Profiles*

A profile sheet is filled in each half term which records the child's progress. The profile is at Appendix B. Space is available on the document to construct an individual book record. This may be completed and commented upon by the pupil, teacher, reading assistant, parents and/or guardians. Formalized SAT scores (not those computed for this research) are produced at age 7 and they are added to the reading profiles for each child.

v) *Teachers Reported Beliefs (1994) about Reading in the Sample School*

Teacher A believes children learn to read by "reading" - and "through language activities; things like making a book that has got repetitive vocabulary in, looking for sound patterns in words and using lots of rhymes". She hears the children read individually once a week and uses this time to isolate things the pupil needs to practise. This is followed up with specific language activity in the classroom. For example: "If it is something to do with words beginning with a certain letter then they may make or write a book with words that I know are going to be frequently used beginning with that letter." Teacher A is committed to the principle that reading is social. Sharing books and discussing them with friends is an important feature in her classroom.

Teacher B believes that "a reader is someone who can look at print and get some meaning from it at whatever level they are at". She tries to encourage children to unpack the pronunciation and meaning of unfamiliar words by working out how that word fits into the context of the material they are reading rather than by word building skills. Teacher B tries to hear children read individually or in groups (where they all use the same book) once each week, but is less consistent in achieving this than Teacher A. She tries to create an atmosphere where developing readers can prosper from informal monitoring; that is where "somebody (is) nearby to talk about what is going on in the book" but "the talking is done at a sufficiently quiet level so that it does not interfere with those who are trying to block everything else out".

Telling the Story - Interrogating the Pupil Interview Schedule in the Perspective of Other Measures and Relevant Literature

Question 1 (Refer to Appendix A and Table 1)

All of the children asked had an opinion as to whether they liked or disliked reading as an activity. Ten children said they liked reading. Two of the children said they did but only sometimes. Key classificatory constructs associated with liking are 'pleasure', 'teaching/learning function' and 'story book attractiveness'. Illustrative pupil responses are:

- a) "Because reading is fun."
- b) "Because you learn about things sometimes with books."
- c) "Because there is lots of good books you can read. Sometimes when you look at the front of the book it looks quite boring, but when you look inside it looks good, it looks really good."

Key classificatory constructs associated with disliking are 'tiredness', 'alternative choice' and 'mood'. Illustrative pupil responses are:

- a) "Well, I'm just too tired and overloaded like a fusebox."
- b) "Anytime I haven't got anything to do or I've nothing interesting."
- c) "When I feel like it that's when I am in a good mood."

There is some resonance here with the aforementioned Southgate et al. (1981) study. These authors used a threefold classification - "useful", "easy" and "interesting" - to denote and characterize their sample's like or dislike of reading. Pupil responses in this study require the divergent construct labelling provided above.

The teachers in the sample school correctly predicted the twelve children's responses (see Table 2). There is support here for the notion that of professional judgement and (possibly) the much vaunted idea of teacher intuition. The predictions are given some robustness by Jackson (1968; p. 65) who believed that "teachers can predict students' attitudes with a greater than chance accuracy". Similarly, the teacher sample in McKinlay (1990; p.174) interpreted pupil attitudes partly by their knowledge of (measured) pupil reading scores. Pumfrey and Dixon (1970; p. 25) agree that it is "expected that attitude to reading and reading would be closely related". There is a convergence of opinion between pupils and teachers in this study. However, the potential conflation of 'attitude to reading' with 'knowledge of reading ability' is sufficiently real as to mediate in the reading process.

Question 2 (Refer to Appendix A and Table 1)

All the children except two said they were good at reading. Five said they were "good" readers, one child said they were "very good", four saw themselves as "a little bit good" or "pretty good" and two said they were not very good at reading. Using Plant's terminology the two readers who said they were "not very good" were an 'average' and a 'hesitant' reader. One 'hesitant' reader said they were "very good". Key classificatory constructs associated with good reading are "word recognition", "reading independently" and "reading whole books". Illustrative pupil responses are:

- a) "Cos I know all the words in the books".
- b) "Because, um, um, I can read all the words".
- c) "Nearly every night time I read books".

Key classificatory constructs associated with not being a good reader are "word recognition failure" and "just beginning". Illustrative pupil responses are:

- a) "Because sometimes I get the words, some words, wrong".
- b) "Because some words are a bit long and some words are little and the big words I can't read sometimes"
- c) "Because I've only just started, because I only started to read... five weeks ago".

All of the children had a perception of their reading ability. Most of the children predicted their reading ability accurately, apart from one child underestimating and one overestimating. Willig (1980) argues that the hesitant learner's tendency to overestimate their ability to read is a consistent one. Such learners are less accurate in judging their reading competence than children in the top-half of the ability range.

There is evidence in response to Question 2 of pupils' preoccupation with 'words' - size, sound, meaning, frequency and complexity. Unravelling these in child reading is sometimes, crudely, referred to as 'decoding'. The research on teaching tends to construe perceptions on reading ability in terms of coding and decoding activity. Issues here are those concerned with oral performance in the presence of adults (Findley, 1986; Southgate, 1981; Plant, 1988), vocabulary development as a function of age and physiological growth (Cairney, 1988), and phonological awareness (Calto and Ellis in Raban, 1988). The children in the sample participate in a phonological spelling programme which could explain their preoccupation with 'words' as a category.

Question 3

There were six references to reading at school, ten to reading at home and two to reading in the

library. Six children preferred reading at home, one child preferred reading at school, three children had no preference where they read as long as it was quiet and one child liked reading at home and school. Seven children gave “quiet” as a criterion for a good place to read and three children made references to “comfortable”. Key classificatory constructs associated with best place for reading are ‘preferred location’, ‘quietness’ and ‘comfort’. Illustrative pupil responses are:

- a) “I like it to be nice and quiet when I am at home”.
- b) “Because I read my comics in bed, because it is nice and cosy”.
- c) “I like it because its a lot peacefuller and no one annoys you then”.

Key classificatory constructs associated with preference for reading time are ‘choice’, ‘home’ and ‘set time’; drawn from nine references to reading at a set time and fifteen references to reading through choice. Illustrative pupil responses are:

- a) “Because at school there is people reading out loud”.
- b) “There is not much places you can read at school”.
- c) “There is [places] at home”.

The pattern of response to Question 3 is worth additional comments. Southgate et al. (1981) were surprised when they found that two thirds of fifty children interviewed said they read more at home than at school. Pearson (1988; p. 159) is not surprised:

Children do not wait upon school for their induction to the world of literacy, and that teachers are not custodians of some secret formula for teaching children to read.

Children’s responses in this study indicate a pattern similar to the Southgate et al. (1981) research. The reasons given for liking reading at home were: because it was quiet; you could get help, and there were good books to read. Plant (1988) concludes that children do prefer a “nice, warm and cosy” and “quiet with no-one else there” place to read. Some schools try to achieve this physical condition as part of their encouragement strategy. Southgate et al. (1981), however, stress discretionary time available for reading as rather more important than physical environment.

There is a further issue, one which is informed by responses to Question 2. The teachers in the sample school emphasize a holistic approach to reading. From their descriptions of classroom practice this seems to be the case. Yet the children are concerned with getting words right! This preoccupation with

decoding words could be the consequence of a relationship between where the children perceive they read most (more references to reading at home than school) and the ways in which reading is carried out at home. Loveday and Simmons (1988), from their project investigating whether it was the activity or the time spent together which led to an improvement in reading, concluded that it made little difference whether parents read with their children or played games. However, the reading they advocated was shared reading, not just listening to the child read aloud. Many parents do, of course, hear their children read aloud. It is common and expected good practice. Consider though, the response of a child in this study:

Because when I am reading a book to my mum I keep getting the words wrong so she has to tell me, so I have to keep on doing it over and over again.

Here the act of reading aloud may be (perhaps) over-emphasising word accuracy. If it is the case that the context in which children learn is important and influential to the type of learning that takes place, other important aspects of reading such as meaning, purpose and prediction may be neglected and not perceived by the child as important. Smith (1985), Bettelheim and Zelan (1981) and Waterland (1981) among others, agree that it is important that children should make sense of what they read, rather than an undue focus on word accuracy.

Questions 4, 5 & 6 (Refer to Table 3)

Eight children said they learnt to read by the act of reading and four children said they learnt to read by analysing words or using phonetic skills. Classificatory constructs associated with learning to read are ‘understanding writing’, ‘knowledge’ and ‘adult functioning’. Illustrative pupil responses are:

- a) “So we can read things and be good at reading and we know what things say, don’t we?”.
- b) “If you don’t know how to read you don’t know how to read when you grow up”.
- c) “It will help you to understand what you have to do when you are older and that”.

Children tend to associate the learning of reading with the purpose of reading and may be puzzled by the question: what is reading for? In comparison with the child who suggested “reading helps you to write”, one child said “it helps you to stay safe” and a third child had “no idea”!

The majority of the children in the study believed they learn to read by reading - obliquely, a child’s notion of intrinsic worthwhileness.

Children in the study were able to state their preference for different types of books. These preferences are summarized in Table 3. Classificatory

constructs associated with book preference are 'funny', 'topicality' and 'stories'. Illustrative pupil responses are:

- a) "I like a book that's funny".
- b) "I liked the Christmas stories".
- c) "I like my own story books".

It is important here to observe that 'preference' is likely to be 'conditioned preference'. That is, preference for a type of book is as much shaped by the availability of that book in school or home, whether the book is deliberately selected to reflect school reading priorities, whether the book is teacher recommended, and so on, as much as it is a function of a child's spontaneous choice. The point is exemplified in the work of Hudson (1988) and Carter et al. (1990) who show that book preference among young children can be a function of the "pleasing the teacher" syndrome. For this reason, if for no other, these authors advocate the necessity for linking intrinsically the teaching of reading to other language processes.

Concluding Remarks

The case study reported above represents a small window on a big problem! It appears that children's perceptions of their abilities and attainments can be at least potentially revealed in discussion. Children have views on the why, what and how of reading. These views may be both a reflection of how reading is taught and how they would like to learn, or be caused to learn to read. Children's view should not be discounted! Hitherto, much of the debate on reading has been teacher centred, adult-induced and pedagogically oriented. Recent 'practice and policy' initiatives such as the Basic Skills Agency's literacy demonstration programmes (Brooks, Gorman, Herman, Hutchinson and Wilkin, 1996) suggest that there is now a more clearly understood empirical-instructional frame of reference for the teaching of reading, and other literacy processes. At the core of this frame of reference is the child and his social and linguistic relations with parents, teachers and significant others. The authors of this paper would encourage an empirical-instructional approach to the teaching of reading, particularly in infant schools. In recognizing children's perceptual views as a resource to be used to inform a reading policy, and by analysing such perceptions via low-technology research methodologies as in this research, schools may well find themselves towards the forefront of

debates on literacy as well as fulfilling the basic obligation to provide children with the reading provision they deserve!

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Appendix A

Interview questions and explanations

1. *Do you like to read? Why?*

Does the child have an opinion as to whether they enjoy reading as an activity? What value do they place on reading? What aspects of reading make the child either enjoy or dislike it as an activity? Does the child state that they like reading because it is interesting, useful or easy? (Southgate, Arnold and Johnson. Extending Beginning Reading. 1981. Page 181)

2. *What are you like at reading? How do you know? Why do you think that?*

Does the child have an opinion of themselves as a reader? What do they give as their reason for their opinion of themselves? Do they view being able to read all the work as important, being able to follow the story and explain it to themselves and others, being able to guess the meaning using context clues or phonic rules, being able to read to another person without stopping, being able to answer questions about the book for themselves and for others, being able to read a book by themselves without/with little help, being able to read to others on a one to one or to a group?

3. *When do you read? Which time do you like best? Why?*

When does the child read? Is it at specific times set by others and/or do they read because they have chosen to do that activity in their own time. Does the child read at home and/or outside school. Which do they prefer? What are the reasons they give? Is it because they like to read alone, they like to read to themselves, they like to share what they read with others, have someone to help them, because it is quiet/noisy, read the materials they choose/given materials to read, like to be comfortable when they read, they find reading stressful/relaxing.

4. *How do you think you learn to read?*

How does the child think they learn to read? Is it by reading, decoding words, phonics or by other methods. Do they have a perception of how they learn to read?

5. *Why do you think you learn to read? What is reading for?*

What does the child think is the purpose of reading? Do they think they learn to read for it's intrinsic worth, do they think that it is so they can get better at spelling and writing, is it because it is useful to them, is it because everyone needs to read and you have to learn to at school, is it because you can find out things by reading, is it so they can get a good job?

6. *Which books do you like to read best. Why?*

READING RECORDS - PROFORMA

Reading Samples

DATES

TITLE OR BOOK/TEXT
(fiction or information)

KNOWN/UNKNOWN TEXT

Teacher/Pupil chosen

SAMPLING PROCEDURES USED:
informal assessment/running record/
miscue analysis

OVERALL IMPRESSION OF THE CHILD'S READING
A) confidence and degree of independence
B) involvement in the book or text
C) the way in which the child read the text aloud

STRATEGIES THE CHILD USED WHEN READING ALOUD:
A) drawing on previous experience to make sense of the book/text
B) playing at reading
C) using book language
D) reading the pictures
E) focusing on print (directionality- 1.1 correspondence, recognition of certain words)
F) using semantics/syntactic/grapho-phonic cues
G) predicting
H) self correcting
I) using several strategies or over dependent on one

CHILD'S RESPONSE TO THE BOOK/TEXT:
A) personal response
B) critical response (understanding, evaluating, appreciating wider meanings) What this
sample shows about the child's development as a reader?
Experiences/support needed to further development

Table 1
Children's Perceptions of Their Reading Ability Compared with SAT Results

This table shows the pupil's reception of their reading ability, compared with the level they received on the Reading S.A.T. All the children except two said they were good at reading. Five said they were good readers, one child said they were very good, four said they were a little bit good and two said they were not very good at it. The two readers who said they were not very good were an average and a hesitant reader. One hesitant reader said they were very good.

	A	B	C	D
1	5 yrs 7 mths	pretty good	2d	good
2	5 yrs 7 mths	good	2a	good
3	6 yrs 9 mths	good	2a	good
4	5 yrs 10 mths	very good	2a	good
5	5 yrs 6 mths	I'm not very good	2c	average
6	5 yrs 6 mths	good	2b	average
7	5 yrs 7 mths	good	1	average
8	5 yrs 7 mths	a little bit good	2c	average
9	5 yrs 6 mths	I'm not very good	1	hesitant
10	5 yrs 4 mths	sometimes good	1	hesitant
11	5 yrs 10 mths	good	1	hesitant
12	5 yrs 11 mths	a little bit good	1	hesitant

Key
A - age of child when data collected.
B - child's perception of their reading ability.
C - SAT result for reading.
D - Criteria for being chosen.

Table 2

Reading Enjoyment as Perceived by both the Child and the Teacher

This table shows a child's perception of reading as an enjoyable activity compared to whether the teacher perceived that the child enjoys it. The teachers correctly predicted the twelve children's perceptions as to whether they enjoyed reading or not.

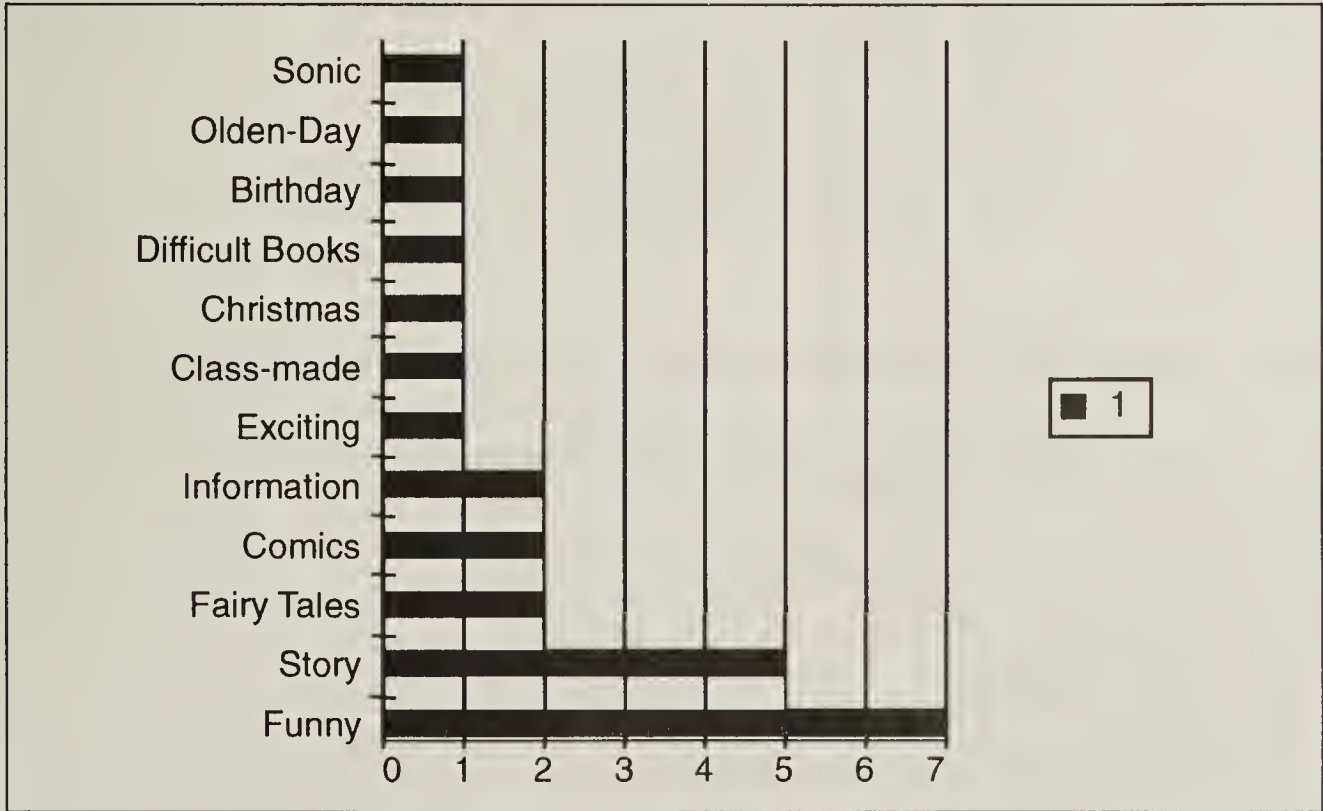
	A	B
1	yes	She enjoys reading
2	yes	likes reading (long books)
3	yes	enjoys reading, reads on own
4	yeah	enjoys reading confident
5	sometimes	depends on mood
6	yes	enjoys it, likes reading to adults
7	yes	very interested and thoughtful
8	yes	enjoys it, likes books
9	when I feel like it	sometimes he will read
10	yes	depends on mood, happy to read
11	yes	likes books, chats about them
12	yes	quiet reader, enjoys reading

Key
A - child's perception of whether they enjoy reading
B - Teacher's perception of whether the child enjoys reading.

Table 3

Children's Book Preferences

The children's main preference was for funny books. Seven children included funny as a criterion for a book they would choose to read. One child stated a preference for her books at home, the other children didn't have a set preference for where they obtained the books they liked to read. One child preferred 'hard' (difficult) books to read so that he could read and learn new words by himself. The work the children had just finished or topics they were currently interested in, for example: Christmas could have had a direct influence on the children's answers as to their book preferences.



Claire Ralls
and Louis Murray

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***YOU ARE INVITED TO PARTICIPATE AND HELP US DEVELOP
EDUCATIONAL PRACTICES FOR THE NEW CENTURY***

Young Children's Images of *The Enemy*: an exploration into mental mapping

Ian Lister (UK) and Sevasti Paidá (Greece)

Introduction

The research reported in this paper was based at the Centre for Global & International Education at the University of York, England, and the field work was carried out in two places in Greece - Thessaloniki and the island of Chios, and is planned to take place in England - York. It operated in the areas of political socialisation, moral education and peace studies, and it was informed by such pioneering research as that of Greenstein (1969) - **Children and Politics**, Lambert and Klineberg (1967), Kohlberg (1964) and Connell (1971), as well as by more recent research, such as that of Stevens (1982) - **Children Talking Politics**, Davey (1983) - **Learning to be Prejudiced**, Coles (1986) - **The Political Lives of Children**, and Cullingford (1992) - **Children and Society**.

Political socialisation research with *young* children is rare and it presents several challenges - the main ones concerning research methods. This research - the first of two enquiries - was sited in two countries - Greece and England. The field researcher is a native speaker of Greek and a fluent and assured speaker of English, a person with at least two home lands - Greece and Britain. The research supervisor is someone who was a child during World War Two, sleeping under the stairs during the Blitz, and who, as a political educator, works for the prevention of World War Three.

The moral aim of the research is to find ways to overcome prejudice against, and stereotyping of, other people, to overcome fear, to promote international and intercultural understanding and, thereby, to improve the human condition.

Contexts: locations and methods

York has 100,000 plus inhabitants. It is a historical city, with ancient buildings and a medieval city wall. Chios is an island in the East of Greece, and it is not far from the coast of Turkey. It has a population of about 50,000. Inhabitants of Chios can see the coast of Turkey with the naked eye. Thessaloniki is Greece's second largest city, with a population of about 1 million. It is in the north of the country, in the region of Macedonia, close to the border with the former Yugoslavia. It had a significant Jewish population before the Second World War. Today many refugees (some of whom are Greek in origin) from former Eastern Bloc countries have come to Thessaloniki. Their children attend normal school classes. It presents itself as a *European* city of culture.

England has had varied enemies in modern times - the Scots, the Spanish, the Dutch, the French and the Germans who during the first half of the 20th century appeared to be the "hereditary foe" ("Erbfeind"). For young children, though, the possible experience of war has been limited to the Gulf War, which they might have seen on television. For some Greeks the hereditary foe is "the Turks". Wars and battles between the Greeks and the Turks occurred through medieval and modern history. Greeks and Turks fought each other in Cyprus in 1974. Military exercises, related to competing claims to an island in the Aegean, took place during the field research of this project. At one time both the Greek and the Turkish navies were on red alert, and in Greece there was a mobilisation of men in the islands near Turkey. The conflict was given full media coverage.

In short, Britain is in a post-Cold War transition, perhaps a land "without enemies". For Greece and Turkey tensions continue to exist. York, itself a former garrison town, faces the problems of "the Peace dividend", trying to turn swords into ploughshares, and make up for the jobs lost at the end of the Cold War.

The research challenges in working with young children include finding appropriate methods which are both moral and viable. Most kinds of questionnaires are not suitable. Individual interviewing may be too threatening. This research used mainly group interviews, with pupil volunteers. The researcher employed low-key questions, such as: "What do you understand by the word 'enemy'?" and the classic question of interviewers who want to hear more, while avoiding a leading question: "Could you tell me little more about that?"

The main questions asked by the researcher were directed to explaining the child's concepts of the self in relation to possible opponents:

1. Are there any children different from you?
2. What is an enemy?
3. What does an enemy do?
4. Have you got an enemy?
5. Who protects you from the enemy?
6. How do you know about the enemy?

At the end of the interview children were asked to do a projective exercise. They were given coloured pencils and paper and asked to do a drawing of an enemy.

Interviews were tape-recorded and then transcribed immediately afterwards.

Data analysis: six categories of the "enemy".

The analysis of the data collected during the field research in Greece produced six categories of images of the enemy. These were:

1. The Soldier.
2. Criminals.
3. Acquaintances (from a peer group, a family).
4. Enemies from comics.
5. Animals.
6. Enemies of Nature.

Most children gave responses which fitted more than one category.

Considering the total responses (n=150) the most frequent categories were:

- | | |
|------------------|-----|
| 1. The Soldier | 55% |
| 2. Criminals | 43% |
| 3. Acquaintances | 42% |

The least frequent categories were:

- | | |
|------------------------|----|
| 4. Enemies from comics | 6% |
| 5. Animals | 5% |
| 6. Enemies of Nature | 5% |

When describing the Soldier as enemy some children presented general war scenes, with the enemy as a warrior not specified as belonging to a particular group:

(An enemy is) the opponent. There is a castle and they come and lay siege to it with ladders and catapults and battering rams that try to break the door. Like Richard Lionheart, who was a king who had no brain, but he had a lion's heart ...'cause I've got it in a book.

(Dimitris, boy, age 5, Thessaloniki)

Some other general responses were closer to home:

I am afraid, this word (enemy) reminds me of war. If a war takes place, an enemy will come and will throw us out of our country or may kill us with his gun and take our home.

(Alexandra, girl, age 7, Thessaloniki).

Like Alexandra, most images of the enemy made the connection with war.

Many children had "national" images of the enemy, with the enemy associated with countries with which Greece had been in conflict in the past - Bulgaria (from the Balkan wars at the beginning of this century); Germany and Italy (from World War Two); and Turkey. However, children were not sure whether or not these "national" enemies were still a threat to Greece.

One child, after mentioning Turkey, Germany and

the Romans as enemies, at some time, of Greece, when asked: "Are there any enemies now?", replied:

I don't know. There are but they are not in our country. They are far away. We don't have a war now. Some enemies make war in other countries.

(Sideris, boy, age 9, Chios)

According to Sideris all those who had invaded Greece from the distant past until World War Two were regarded as enemies.

Many respondents focused on the Turks. When asked: *What is an enemy?* one child replied:

The Turks, because in olden times they were fighting over here and I've learned that there was a massacre done by the Turks.

(Martha, girl, age 7, Chios)

The incident she referred to took place in 1822 - over 150 years ago. The past was still part of the folk memory, even in the minds of 7 and 9 year old children. However, when asked whether or not these various nations were still enemies they did not know.

One boy (Vasilis, age 7, Chios) expressed the view that nations which had attacked Greece in the past may also do so in the future.

Researcher: *Have you ever seen an enemy?*

Vasilis: *I have seen a Turkish boat.*

Researcher: *Are the Turks enemies?*

Vasilis: *Yes, the Turks and the Germans.*

Researcher: *Why?*

Vasilis: *'Cos they want to take Greece.*

Researcher: *Are they enemies today?*

Vasilis: *Not now. They may come another time. They used to come here in the past. They came in 1940 in the World War.*

For many children (such as Giorgos, boy, age 5, Chios) the enemy was synonymous with Turkey and the Turks.

Researcher: *Could you please draw an enemy Giorgos?*

Giorgos: *Do you mean a Turk?*

For Anthi (girl, age 5, Thessaloniki) an enemy: *Kills the Greeks.*

When asked: *Who kills the Greeks*, she gave the short reply:

The Turks.

Conflicts between Greece and Turkey have occurred through the Middle Ages (the Byzantine Empire versus the Ottoman Empire), in the nineteenth and twentieth centuries, and recently in Cyprus (1974) and in the dispute over the Aegean islands (1996).

Children claimed that the Turks wanted to invade Greece because Greece is a country which is both beautiful and small.

Turkey will come and make war on us. 'It's better to live free for one hour than to live for forty years as a slave'. Turkey will make war on us 'cos we are a small country and beautiful. (Spiros, boy, age 9, Chios).

This account shows a strong sense of group belonging. The quotation used is from a Greek folk song, attributed to a Greek national hero, who was killed during the revolution against the Ottoman Empire in 1821.

Vasilis (boy, age 9, Chios) said of the Turks:
They are our enemies, major enemies. They want to conquer the whole of Greece.

When asked "Have you got an enemy?", another boy replied:

In my dreams sometimes I see snakes .. and the Turks! They started a war with Greeks. And we won them. (Tassos, age 9, Chios)

For Mary (age 7, Chios):
The Turks want to skin us and kill us.

Maria (age 7, Thessaloniki) thought:
If there is a war we will have to go away ... My mum says that we are such a small country compared to Turkey.

For Dimitris (age 5, Chios);
The Turks are very enemies. They may break the door and kill our child. Kill our parents. Take Greece. And we will have nothing, and we will be their slaves.

The Turks were clearly Enemy Number One., and Number Two - the Criminal as enemy- was far behind. The criminal:

Steals things and money. He comes into our house, in our rooms, and steals them.
(Elias, boy, Age 5, Thessaloniki)

Kills the good people and the bad people if they are not his friends. He may enter a shoe shop and kill them with a gun ... break the shop window and steal the shoes.

(Themistoklis, boy, age 5, Thessaloniki, whose parents run a shoe shop)

Steals the children and sells them to get money. (Haido, girl, age 5, Thessaloniki)

They kill and torture people. They get a knife and kill them. ... I've seen it on TV.
(Stavroula, girl, age 9, Thessaloniki)

(An enemy) rapes!
(Eleftheria, girl, age 9, Chios)

Named categories of criminals as enemy included the Albanians and Gypsies. Athina (age 9, Chios) told of an Albanian coming to her house and when asked if he did something bad replied:

No. He did nothing. But he obviously wanted something, then he got bored and left.

(Athina, girl, age 9, Chios)

There is a common belief in Greek society that the Albanians are criminals. Some children fear Gypsies:

When Mum and Dad go away, a Gypsy might see me, might come and grab me and that means that he is my enemy.

(Despina, girl, 7, Chios)

The answer to the researcher's question: *Have you ever seen an enemy?* was

Yes. on TV. Some Gypsies.

(Despina, girl, 7, Chios)

The third category of "the enemy" was very close to home - acquaintances in everyday life, including "enemies" in the school.

I have only one enemy. It's her (pointing to a girl in the same class). When she beats me I just put my hands on my face. I get mad, but I don't fight back because she will beat me more. (Apostolos, boy, age 7, Thessaloniki)

Nikos is my enemy. He beats and teases me. I am very sad because they threw my bag and stained it, and they threw my snack away.

(Thodoris, boy, age 9, Chios)

Another acquaintance as enemy:

Tears our hair and jumpers. We've one named Akis in our class, who always runs after us.

(Ageliki, girl, age 7, Chios)

Categories of recorded aggression included physical aggression, direct verbal aggression (name calling "They call me cockroach"), and indirect verbal aggression ("She gives our secrets away"). Parents sometimes appeared as enemies:

My Mum when she beats me.
(Olga, age 7, Thessaloniki)

One girl stated:

I have no enemies, girls have no enemies. Only boys have enemies.

(Theodora, age 5, Thessaloniki)

A few children (only 6% of the sample and most of them 5-year old boys) talked about enemy images that were strongly connected to comics. A few children (5%) said that they were afraid of animals and considered them as enemies. It is worth mentioning that children in Thessaloniki (a large, modern city) talked about lions as enemies:

A lion is a real enemy because it attacks people.
(Olga, age 7).

Children from Chios, however, talked of animals - like snakes and bulls - that they knew from their everyday lives.

Sometimes in the summer my enemies are snakes. (Costas, boy, age 9).

A few children (5%) name as enemies people who "destroyed the planet".

(An enemy) tries to burn the forest.

(Thanassis, boy, age 5, Thessaloniki)

Enemies are the ones who kills animals and that is not right because it is bad for the whole world to kill something beautiful ...

They kill seals. Today it was on the news that they killed a dolphin.

(Vassilis, boy, age 9, Chios)

Different Children

Not many children answered the question about children different from themselves in the affirmative. The ones who did talked about poor people, living in countries that had war, about children who had lost their parents in war, were homeless and had no food to eat. They talked about "Africa" (without specifying particular countries) - "Africa" was a general category - and about Albanians and Gypsies.

Children of Africa and Albania. They have nothing to eat and they can't go to school ... I've seen them on TV.

(Mary, girl, age 7, Chios)

In Africa there are some children who are hungry and have war. I've seen them in advertisements. (Ermioni, girl, 7, Chios)

They expressed fellow feeling for children suffering from hunger, war and natural disasters, like earthquakes - as one boy put it, *the children of UNICEF*. (Vagelis, boy, age 9, Chios).

They also talked of children who they viewed as less able than themselves, such as those who received special teaching in their own school and those who attended special schools.

Children that have a different mind from us. They don't understand as many things as we do. (Vagelis, boy, age, 7, Chios).

They spoke of immigrants, children of other countries - some of whom they liked.

I Like England. They learn English

(Stavroula, girl, age, 9, Thessaloniki)

A Japanese visitor was different in the eyes

(Elli, girl, age 7, Thessaloniki).

Among the group who answered the question about different children a large proportion claimed that there were no children different from them.

We are all humans.

(Stratis, boy, age 9, Chios).

Discussion

This research is in its first stage when the main aim is to sketch some mental maps and reveal children's fears of the foreigner, the strange, and the

other. We have discovered categories of "the enemy" - the soldier, the criminal, the acquaintance, being the main ones, but also enemies from comics, animals, and enemies of nature. The fear of "the Turks" was a dominant theme, but evident, too, were strong fears of such outgroups as Gypsies and Albanians. In all these cases the fear was fear of **adults**. The children's views of other children, as children, were very positive. The children's sources of information were their parents and, in at least one case (the Germans as the enemy), the grandparents; television; and, occasionally (as for those who has seen and talked with refugee children) their own life experience.

The two questions raised (for the researchers) by the findings of the research are:

1. What would the findings look like if other young children, in different parts of the world, were asked our questions?
2. Since our mental maps reveal potentialities for both xenophobia and feelings for common humanity, we have to ask: What should educators do about it?

Educators know that they must act since to do nothing in our divided world is to side-step important action.

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The Commonwealth Countries' League Education Sponsorship Scheme

Jenny Groves

The Birth of the League

The League emerged from the movement for equal suffrage which grew during the first quarter of this century, when a group of women from many countries who were regularly meeting each other through various organisations and at international conferences and congresses finally got together to found a new organisation.

So it was on Monday 25th May 1925 that 13 distinguished women from Britain, Australia and South Africa assembled and founded a new type of organisation, the membership of which would be drawn from the then British Empire and Dominions and which would grapple with issues of equal citizenship, educational opportunities and influence; with the explicit understanding that women citizens would be represented in the political sphere at every level in the British Commonwealth of Nations. A task which continues to this day through what is now the Commonwealth. The organisation was to work through a programme which would include conferences, establish a women's non-party political centre with its own headquarters, as well as hold regular gatherings to hear and consider the views of overseas and British guests.

The original title "The British Commonwealth Women's Equality League" was amended at its first Executive Meeting to "The British Commonwealth League" having decided that their original choice might prove unsatisfactory to supporters overseas. Between 1947-1997 the title has been updated to the "Commonwealth Countries' League", and different facets of work have received attention. The access to education for women had been one of the demands of the Founder Members, and today's Education Sponsorship Scheme for Girls emphasises one of those original aims of 1925.

The Commonwealth Countries' League Education Fund

It was in 1967 that while visiting an orphanage in Sierra Leone it became evident to the late Alice Hemming that the League could play a role in helping a particularly intelligent orphan girl whose secondary education would otherwise have terminated. On returning to London Alice Hemming held a "Bring and Buy Party" which raised the necessary funds to enable the girl to continue her education. From this small beginning the Commonwealth Countries'

League Education Fund (a registered charity since 1982) was established to enable girls of academic ability to complete their secondary education in their own Commonwealth country, in cases where, due to the economic circumstances of their family, this might otherwise not be possible. The Bring and Buy Party developed into the Commonwealth Fair which has become the major annual fundraising occasion to support the charity. The proceeds of the Fair are donated to the Fund to provide grants for sponsored girls.

Grants may be used for school and examination fees, uniform, travel, books, board or special tuition. Costs vary between countries, in terms of the exchange rate for sterling, so the Trustees calculate how much is needed, with a notional maximum of £200 a year for each girl. An apparent small sum, but in the context of a developing country, the difference between the chance of a fulfilled life and remaining without formal education. Since the 1960's many girls have been helped in this way and have gone on to further education or vocational training. All of them have been able to make a positive contribution to their own community either through their work as teachers, nurses, doctors, pharmacists, architects or whatever career they follow, or through their example to their own children that to complete their education is of value.

At each of the Trustees' quarterly meetings 30-40 new applicants are considered. In January 1997, 33 new applicants were considered of which 22 were agreed, 8 refused and 3 deferred. The emphasis is always on high academic ability as the Fund is investing in the girls' future. Those rejected are asked to apply again if their standards improve. Applications for sponsorship are made on a specially devised application form as the Trustees are looking for girls of academic ability whose standards are consistent and who are likely to complete their schooling and gain academic qualifications. Generally, the girl must be in the top 10-15% of her year. The applicant is asked to submit a recent photograph and a letter in her own handwriting telling us about her family and her ambitions for the future. We also need to know how long the girl will remain at school to gauge our commitment to the pupil, a degree of flexibility being allowed depending on the economic circumstances of each pupil. It is our aim to support the girl through all her secondary education. Academic reports and the girl's position

in class in relation to the rest is closely monitored throughout the sponsorship.

For security reasons, grants are always paid via telegraphic transfers to the school's bank account, with the school principal signing an undertaking to be responsible for the proper use of the grant. For a grant to continue beyond the first year, further academic reports are needed and, subject to performance, further payments are made. Our main method of communication is by post, but fax and e-mail are increasingly being used. Applications come via an increasing network of people including CCL-affiliated women's organisations, aid agencies and Commonwealth High Commissions. Members of the League visiting or returning to an area are encouraged to take a friendly interest in the girls we sponsor.

To carry out this work, Trustees need to build up a knowledge of the various education systems in Commonwealth countries and High Commissions have fielded education experts at a series of events for CCL members to demonstrate their countries' policies and their practical application. The charity trustees, elected from amongst members of the CCL, have experience of various countries and knowledge of education systems, many are retired school teachers.

The Education Fund's resources are modest, the work mainly carried out by volunteers, funding being sourced by the Annual Commonwealth Fair each Autumn. However through careful management, our aim is to help about 200 girls each year who are presently drawn from over 100 schools in 28 countries of the Commonwealth. In the unlikely event of the Fund not being in a position to undertake new sponsorship sufficient funds have been set aside to ensure that the education of the students who at that time receive sponsorship would be able to complete their studies.

The work of the Education Fund can perhaps be illustrated by the following accounts of some of the girls it supports.

Bangladesh: **Supria Florence Biswas** from Dhaka is the second oldest in her family studying at Holy Cross College. As Supria gained a First Division pass with 75.7% marks in her School Certificate Examination in 1995 her father placed her in the prestigious Holy Cross College in Dhaka in October 1995, expecting that he would find a job to support her education. Her father has been without work since early 1995 when the relief programme with refugees run by World Concern, in southern Bangladesh, closed down. He has four other children to support and educate, and no income, his savings are now exhausted. We are told by the school that the children have to travel to the nearest town for

their schooling and their father is unable to pay the school fees and unlikely to find employment in the present economic circumstances due to his age. Supria has been sponsored for 1996 and 1997 at ú200 pa. She has two more years' education to complete. She hopes to be a sociologist.

Barbados: **Joy Knight**, has been studying at Queen's College and we have sponsored her since 1994. Joy is the second of four children. The Principal informs us that her mother is a caring mother, she has custody of the children and was made redundant, without benefit. Joy writes "I am writing to inform you of how grateful I am for the scholarship which I have obtained. It has helped me to obtain everything which I need for school, moreover, it has reduced the enormous amount of pressure which sits on my mother's shoulders. I receive lunch everyday as well as my bus ticket for the week. I am well equipped for whatever activity I undergo at school. My CXC examinations went pretty well. I received two Grade I...five Grade II... and one Grade III. I am happy with my results and am now in sixth form studying Management of Business, French and Accounts. These are my three A-Levels with which I hope to gain a scholarship. In closing, I once again want to thank you very much for helping me."

Nicole McCarthy has been sponsored since 1993 and is making good progress at Harrison College, one of the leading secondary schools in Barbados. Sponsorship at ú200 a year started when Nicole was twelve. She tells us "I was the only one from my primary school to gain entry to Harrison College and when I grow up I want to be a fashion designer. With the sponsorship I won't have to worry about uniform, books, bus fares and lunch." Nicole was recommended to us by the Barbados Women's Club, one of the CCL affiliated organisations.

Kenya: We are presently sponsoring some 29 girls in Kenya. At a recent meeting of the Trustees it was agreed to sponsor three applicants submitted to us through the Kenya Aids League Group.

Sierra Leone: **Cleopatra Sampson** is at Freetown Secondary School for Girls, where she is repeating her West Africa Examination Council SC/GCE examinations to achieve higher grades as she wants to be a medical doctor. She passed five of her eight subjects in June 1996. The CCL Education Fund has sponsored Cleopatra since 1995. In December 1994 she wrote: "With the rising cost of living my mother is finding it increasingly difficult to keep my two sisters, three brothers and myself at school, particularly as she herself is unemployed. The high cost of uniforms, textbooks and school materials have made it impossible for me to be able to get all the things I need for proper studies...Also because I am unable to afford the daily bus fares to

school, I have to walk most of the time and...I'm so tired that I find it difficult to concentrate during lessons. My greatest worry now is that I won't be able to afford the GCE fees next school year." Cleopatra tells us that during school holidays for the past two years she goes to observe routine work at a private hospital. "I do earnestly wish to be able to put into practice what I have been learning." The family had escaped from Liberia and are living "at the mercy of kind relatives" - there is no news of her father, two brothers and a sister. The ú200 pa sponsorship enabled Cleopatra to attend a boarding home and to buy books, uniform and other school requirements.

Tanzania: Jesca Asheri is at the Salvation Army School, Dar es Salaam. It is through our strong links with the Salvation Army that we have been able to send ú200 per annum for Jesca to start secondary school at the age of 16. She has been at a great disadvantage in her studies as she has been awaiting operations to improve her mobility - Jesca was born with two very bad club feet, she has now learnt to walk unaided and has worked very hard to catch up on her studies.

Jesca wrote to us in 1994 saying: "I had problems with my legs but I am now in a more promising condition. The main aim of this letter is to ask your kindness to help me academically. I am sixteen years old and the first born in the family of two children. It's only our mother we have to take care of us in every aspect and she is only a peasant. Regarding her caring our mother is not able to give us all necessary requirements for life, especially education, which is becoming more and more expensive in this country. I am standard seven this year hence anticipating to complete primary education in October. I will be very thankful if you will help me attend secondary studies and later I would like to study computer science, the field I like so much."

Uganda: Irene Chelangat, studied at the Gamatu Girls High School. She passed ten 'O' levels and her Headteacher recommended that she took Maths, Physics and Chemistry at 'A' level. We have been sponsoring Irene at ú200 pa since 1993 on the recommendation of Professor Kirya, the Ugandan High Commissioner, and we continue to help Irene at sixth form college. Irene writes: "...I always thank you very much for this continued assistance and I shall always pray that your association continues to succeed in its daily endeavours. However, it's easy to get a good school but all these schools charge too much money which exceeds the sum of money that I receive from you. So I appeal to you, Madam, to look into these problems and then you try to send me your suggestion about it before school opens in May. Otherwise I am so much interested in studies that I

promise if given a conducive atmosphere to read very hard and pass this combination very well in "A" level in order to achieve my goal. I therefore wish all of you a nice day and lots of success in your daily plans." To mark her excellent results the funding was increased as the fees at the college are higher.

Catherine Mulinde is 14 and studying at King's College, Budo, Kampala. She likes to participate in all school activities, enjoying every subject, with a particular interest in science. She is newly sponsored this year at ú250 p.a. Catherine writes: "We are 13 girls and 46 boys in class and I have been leading all girls in terms' work. This term I was 11th in position out of 59. Every year 90% of the students enter university so I am also ambitious and wish to enter university, but I am always worried about my school fees. Catherine is the youngest of four. Two brothers are still in college but employment opportunities are few. Her sister is working temporarily earning too little money to support everyone. Her father is now unemployed and has decided to plant coffee trees - but it will be three to four years before the first crop of beans. Catherine says: "My ambition is that I would like to become a water Engineer. Some parts in Uganda are noted to be dry with no water. So I always feel sorry when some children die because of drinking dirty water. And another thing I am interested in is carrying out experiments and I also enjoy field work."

Aidah Nanteza from Kampala has been sponsored since 1995 at ú200 pa and she has four more years at secondary school. In September 1995 Aidah wrote: "I was so glad when I received the application form from your organisation. I am 14 years old and a sister of Malukwago Kezia 16. Our father died of Aids last year and our mother is down nearly dying of the same sickness, so are our step mothers."

Aidah tells us how she was withdrawn from school to look after her father, whilst her sister was helping to look after her mother at a special aids centre. The girls are now staying with an auntie. Aidah writes: "The headmistress has suggested that we repeat the classes we were in before to catch up with the syllabus. We are ready to accept the offer other than the advice which has been introduced to us by our auntie, she should get us married an idea our headmistress is very against. This mean my class 1996 will be senior one and I may keep in the same school for six years if all go well with the blessings of God; and more so, if your organisation comes to our aid otherwise as now no body at all can help us out of these problems of being illiterate.

The auntie we are staying with can only feed us and shelter us she too, a single mother, is having four kids to look after. We are however grateful to our

auntie who has taught us to grow food in the garden from which we get subsistence food.”

The letters from the girls are all tragic and it is a very difficult task selecting those to sponsor. The number of requests continues to grow apace and our funding is limited, basically tied to the monies we are able to raise at our annual one day Commonwealth Fair.

Girls the CCL Has helped - Education for Life

In researching the history of the League Gloria Davies wrote in 1990: “...some two hundred women, beneficiaries of the CCL Education Fund during the past twenty three years, are the League’s “old girls” who live and work in the five regions that make up the fifty countries of the Commonwealth today. Of the thirty girls originally sponsored in Africa we have information on about twenty-five, and their achievements to date range from diplomas gained at the Management Development Institute of the Gambia; a qualified pharmacist and an accountant in Kenya; a midwife in Lesotho; a linguist, and two bank employees in Sierra Leone; a nurse in Swaziland; a bio-chemist in Uganda; a graduate in Zambia employed in community work, through to an agricultural graduate in Zimbabwe.

From Asia there is news of women who are successfully combining marriage and a career. For example in India there are “old girls” working as secretaries, nurses, community health workers and a social scientist. In Colombo, Sri Lanka, there are reports of three women working in banks and offices but, unfortunately, there are no details about the lives of those many women residing in Pakistan whom we have helped over the years.

The “old girls” of the Caribbean are pursuing diverse careers in self-reliance programmes designed to help to train local women; teaching; photography; secretarial jobs; dressmaking; working in an advice centre for women, and one is now a government geologist.

Pioneering paths in the Pacific are being followed in medicine, telecommunications, laboratory technologists and nursing. Our first Maori sponsoree is employed in a senior position in a New Zealand government office, whilst three others in Papua New Guinea are currently engaged in teaching, nursing, with one still at university.

An architect has emerged from Cyprus, recently qualifying at the University of Rome; in Hong Kong we have a theology graduate as well as a “captain of a works team” in a Hong Kong travel agency business.

These success stories, and the girls currently sponsored, help to emphasise the need to increase

the effort for the Education Fund’s only source of income - The Commonwealth Fair.”

The Commonwealth Fair

Now held in Kensington Town Hall the Commonwealth Fair has become a regular feature of the social life of the Commonwealth community in London. It provides an interesting and colourful day out for the family, and has become renowned for its rich Commonwealth flavour, with each country presenting handicrafts, produce and home-cooking, reflecting the diverse cultures of the Commonwealth countries. The Fair is supported by the Commonwealth High Commissions, affiliated organisations and CCL members and friends who provide the Commonwealth Stalls. It attracts several thousand people from many countries who come to enjoy the friendly festive atmosphere, to shop around the Commonwealth from the wide variety of handicraft, produce and exotic food displayed on the colourful stalls and to watch the entertainment, music and dance. There is a Grand Draw with some 20 prizes to be won, including international air tickets and a week’s holiday for two! Also a substantial Fair Brochure supported by our Fair Patron, the Rt Hon Betty Boothroyd MP, and HRH The Prince of Wales. Prince Charles in giving his support says: “Education plays a vital role throughout the world in the continued advancement of women, yet in too many countries we still find girls disadvantaged unfairly in matters of schooling.” He indicates that the help provided “can be of enormous importance to the ability of such families to put their talents to the best possible use of their community and their country.” The Fair provides an excellent opportunity to see and learn more about the Commonwealth, its people and cultures, its products, its craft. In 1996 the Fair raised a record ú34,700 for the Education Fund. It was a long tiring day, particularly for the ladies of the High Commissions who provided the goods and food for their stalls, but everyone leaves confident that the money they have spent will finance the sponsorships of girls chosen. In the 30 years since the inauguration of the education scheme nearly 1,000 girls have been sponsored. It is a challenge to those involved in promoting the Fair on Saturday 8th November to ensure that funding continues at present levels.

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Jenny Groves is Fair Coordinator and a Vice Chairwoman of the League. The author is grateful to Gloria Davies for the research.

The Commonwealth Youth Programme

The Commonwealth Youth Programme

The Commonwealth Youth Programme has reported that it is working to increase the participation of young men and women in national and international development, including establishing and supporting youth networks in priority issues for young people. For example, in Africa, regional and national networks have been set up to support the involvement of HIV-positive young people in the development of health policies and programmes; in the Caribbean the Programme works closely with the Caribbean Youth Environment Network to encourage the exchange of information among young people on environmental issues affecting the region.

Commonwealth youth forums are also an integral part of the Programme's operations. Youth representatives from member countries form a Commonwealth youth forum for each region. Youth forum members take part in regional activities and advise on the operations of their regional centre through Regional Advisory Board meetings. They elect a coordinator for each region to become a member of the Commonwealth Youth Caucus, which advises on the Programme policy at the pan-Commonwealth level. They also elect a representative to sit on the Programme's Committee of Management; the representative liaises with regional

youth coordinators to ensure that the young men and women of member countries are represented in the development of the Programme's policies and programmes.

The youth representative to the Programme's Committee of Management is elected at the Commonwealth Youth Ministers Meeting. In Trinidad, in May 1995, Michael Pintard of the Bahamas was elected for a three-year term; other Youth Caucus members are: Olive B. Sajjabi (Uganda); Mohammed Rezaul Karim (Bangladesh); Cardinal Beckford (Jamaica); Enele Maafu (Tonga); and Adam Beckman (United Kingdom of Great Britain and Northern Ireland).

Source: In Common, issue 15 (February 1996)

The Commonwealth Youth Programme has published a handbook on formulating and implementing national youth policies, as well as information sheets that can be used in the process of developing national youth policies. The tool-kit "Youth policy 2000" can be ordered from the Publications Section, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, Fax: 44 171 839 90 81

Source: Youth Information Bulletin, Vols 2 and 3/1996, Nos 90 and 91, p11

Peace, development and democracy form an interactive triangle with mutually reinforcing vertices. Without democracy we cannot have sustainable development. Poverty and economic stagnation undermine democratic legitimacy and make it difficult to find peaceful solutions to problems. War is the most effective way to impoverish a society and leave it defenceless in the face of dictatorial ambitions.

Education is the dynamic axis of this triangle. All the United Nations conferences held over the past 50 years have come to similar conclusions: regardless of the specific issues (environment, population, social development, human rights and democracy, women, housing), education is the key to an urgently needed change in our current approach, which is widening the gap between the haves and the have-nots, between countries rich in material goods and knowledge and those less favoured by history and geography. Education for all, throughout life: this is the major challenge of our time, which admits of no subterfuge or delay. Education that awakens the creative potential of each individual (the 'treasure within' which is described to us in the report of the Delors Commission), shapes attitudes of tolerance, instils values, and enables all human beings to achieve personal sovereignty and self-mastery, make their own choices and rule their own destiny.

Extract from address by Mr Federico Mayor, Director-General UNESCO, at the meeting on the Human Right to Peace, Las Palmas de Gran Canaria, 25/02/97,

Global Citizenship for the Global Marketplace: A Challenge to Educators

Ros Wade

If the global market place is to operate within a framework of morality based on notions of a democratic society and focused on solving the huge range of global challenges ahead, the time left for schools and their leaders to catch up is limited. (Michael Barber, 1997, The Learning Game. Michael Barber is Special Adviser to the Standards and Effectiveness Unit, UK)

The absence of justice and equity from the global market place is nowhere better illustrated than by the recent ruling by the World Trade Organisation(WTO) on the banana trade. It has decreed that European Union(EU) attempts to protect the banana exports of former British and French colonies are against the rules of free trade which, if accepted by the EU, will undoubtedly mean the demise of the Caribbean banana industry, resulting in destitution and increased poverty for huge numbers of people. In effect, the WTO ruling is saying that we can only buy cheaper, plantation produced bananas, most of which are from estates in central America where high levels of pesticides are common and poor working conditions and pay are the norm. The market will thus be controlled by fewer and fewer large companies and small farmers will be put out of business, leaving the consumer with little or no choice. Most ordinary people would find it hard to understand how this will promote "free" trade.

It would seem that the WTO is out of touch with the mood of people in this country. Many people no longer want merely to buy the cheapest goods available but want to support schemes that ensure that workers in developing countries receive a decent wage for their work. Fair trade tea, coffee and chocolate are now on sale in all major supermarkets and organisations like Oxfam are constantly adding to their range of fair trade food and crafts.

The workings of the global market place are complex and Michael Barber is right when he states that teachers and their leaders need to move fast to prepare young people to meet the global challenges ahead. The changing contexts of the formal education system provide new opportunities to review the curriculum offered in schools and colleges. Hence there is an opportunity to incorporate the tools which are needed in order to understand our complex world so that children and young people can make an effective impact as global citizens. Oxfam is offering its' view of a curriculum for global citizenship as a contribution to this. Oxfam sees the global citizen as someone *who is aware of the wider world, knows how the world works, is outraged by injustice and who is both willing and able to take action to meet*

this global challenge (Oxfam, 1997) Few of us will feel that we yet measure up to this description of the Global Citizen but most of us will wish to encourage this for the next generation. Moreover, we recognise that many people in southern countries may already be good Global Citizens, both through the contribution that they make to their communities and through the minute ecological footprint that they leave on the world's resources. This paper is essentially a response to the curriculum needs in the UK and a contribution to debates about the need for reorientation of formal education systems, although we hope that it may have wider implications for other countries.

While there have been some excellent initiatives to support schools who are already trying to promote global citizenship, Oxfam believes that *these elements need to be brought together with a strong values base which constitutes a holistic approach to the curriculum.* (Oxfam, 1997)

The principles below which span all subject areas and age groups form the basis for a curriculum for Global Citizenship:

- the importance of reaffirming or developing a sense of identity and self esteem
- valuing all pupils and addressing inequality within the school and the wider community
- the importance of relevant values, attitudes and personal and social education
- learning from the experiences of others around the world
- relevance to young people's interests and needs
- supporting and increasing young people's motivation to effect change and a belief that "anything is possible"
- a holistic approach to the curriculum and general ethos of the school

Oxfam's curriculum for Global Citizenship offers some ideas for ways forward. Having outlined the key elements, in terms of knowledge and understanding, skills, values and attitudes, it gives examples of how these are being or can be delivered. These include the use of a World Development module by schools such as St Ilan Comprehensive, Wales, where pupils followed units on inequality and development patterns, trade and indebtedness, people and environment. At Fryern Junior school in Southampton, England, ten year olds learned about sustainable development from the experiences of a rural community in Orissa, India through an innovative teaching pack, "Thengapalli". The devastating affects of deforestation were successfully

tackled by a cooperative and egalitarian approach devised by the villagers who took on the role of protectors of their environment by setting up a movement called, "Friends of Trees and Living Beings". This pioneering approach has inspired many other villages in India to follow their example and is now inspiring children in England through drama, music and spiritual development to value and take more care of their own environment.

Other examples of good practice include Wombwell school in Barnsley, England, which has looked at the issue of basic rights and responsibilities. Pupils looked at the effects of bullying and then, through role play and other activities, related this to the effects of violence against street children in Brazil. The pupils then considered how they could take responsibility to ensure their basic right of protection from violence and looked at the example of how street children in Brazil had gained legal protection from violence by working together.

There are, of course, many examples of good practice like this, but they need to be endorsed and supported at the highest level and brought together as part of the entitlement curriculum. Good practice in global citizenship should be reflected in the ethos and practice of the whole school community, because the values and attitudes of young people will shape the kind of future world we live in. In order for this to happen, Oxfam recommends that curriculum bodies need to *strengthen the global dimension of citizenship and the values which underpin it by incorporating it in the statutory elements of the curriculum*. (Oxfam, 1997) To support schools further, curriculum bodies could produce guidance materials on values in the curriculum and the community and, perhaps even more importantly, Oxfam recommends that teacher training agencies should ensure that global citizenship becomes part of the new teacher training curriculum.

The recent emphasis in many countries on the importance of basic skills has shown that the political will to find money and resources for education does exist. But literacy and numeracy programmes alone will not ensure that young people are able to become responsible global citizens. If we are to cope with the complex global challenges and problems ahead, then skills in the 3Rs are clearly insufficient; they need to be underpinned by a set of moral values based on a commitment to social justice and equity. Further action is necessary, from government level to classroom level. If we really want a more equitable and sustainable world, we all share responsibility as global citizens, however imperfect, to put these values at the heart of the curriculum.

Perhaps if the members of the WTO had had the advantage of such a curriculum when they were at school, they might have arrived at a different decision on the banana trade, one which allowed small farmers in the Caribbean to maintain their livelihoods. Instead of favouring the most powerful, they might have considered the impact of their decision in exacerbating poverty in a region where there are few viable alternative crops other than cocaine. It would be the height of madness if, in the interest of "free" trade for some, the availability and dependency on hard drugs becomes even more widespread.

References:

Barber, M. (1997) *The Learning Game: Argument for an Education Revolution*, Galleons.

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Ros Wade is Curriculum Adviser for Oxfam, a development NGO in the UK.

She has 8 years experience in the field of development education and has written a number of publications for teachers and teacher trainers. Most recently she jointly edited "Shaping a Better Future: Development Education in Initial Teacher Training, Oxfam, 1997.

The teacher's duties. The first duty is the teacher's own training. Teachers must learn throughout their lives and retrain themselves constantly. The second duty is that teachers must work as a team. The third duty is the vital relationship between teachers and learners. Teachers must encourage curiosity and interaction, and bring forth all the talents within each child and not, as is the case with so many elitist systems, to select the best students and to abandon the others. And finally, the last duty of *teachers* is to assume responsibility for the four pillars of education that we have proposed should be dealt with together. There is not a single time for **learning to know**, there is no best moment for **learning to do**, there is not one time when we should be **learning to be** and, above all, there is not one time when we should be **learning to live together**. If we have recalled these four cliches in our report, *Education: the treasure within*, it is because teachers must constantly reconcile these four elements and this is the true challenge facing them. One of the main tasks in the future concerns the fourth element - learning to live together - which is linked with the culture of peace. Learning to live together is the mechanism enabling us to organize this planet Earth towards the global village that will be governed by the values endorsed by UNESCO since its creation.

*Extract from Final Report of UNESCO International Conference on Education
45th Session, Geneva, 30 September-5 October 1996, p5*

For and about WEF Members

UNESCO Update

Friends of Unesco in London chose April 23 to celebrate World Book Day. In keeping with the spirit of Unesco, guests represented the spheres of publishing, libraries and bookselling, education, diplomacy and culture; they were invited in the names of Shakespeare, Cervantes, Nabokov, Manuel Vallejos, Josep Pla, the Inca Garcilaso de la Vega and other writers who were born or who died on April 23. A newly-opened London pub, *The Moon Under the Water* in Charing Cross Road, was the venue and guests breakfasted on coffee and croissants, then drank a toast to their hosts, Unesco and World Book and Copyright Day.

To mark the occasion a book was signed by all who attended and presented to Dr. Brian Lang, Chief Executive of the British Library. Its frontispiece reads: "We met on 23 April 1997 for the first time in our country to mark the date as World Book and Copyright Day. Together with others around the world, we celebrate the book, as international as any of our creations. It provides the means for and thereby reflects the process of our civilisation. This book includes our names and will be deposited in the British Library, London."

The celebration was linked with the exhibition (at *Books Etc.*, 120 Charing Cross Road) of UK entries to the Unesco Prize for Children's and Young People's Literature in the Service of Tolerance: from 600 entries from 70 countries *Something Else*, by Kathryn Cave, illustrated by Chris Reddell (Penguin Childrens Books) was chosen in the category for children up to 12 years.

One of Unesco's Teachers Emergency Packs (TEP) as used in refugee camps was also introduced. These simple exercise books can provide, for those who need it most, a lifeline to the world of literature and understanding on which our common culture is built.

That special date, April 23, brings back a childhood memory of a weekend in the Cotswolds, staying in Stratford-upon-Avon on the way back to the West Country. In the main street there were flags of many nations to celebrate Shakespeare's birthday, and at a given signal each except one was unfurled by its national representative. The date was April 23, 1939. This year's gathering was very different: it was held in the name of writers from many countries and under the wide umbrella of Unesco, to make it a new and more truly international celebration.

*Rosemary Crommelin,
Guiding Committee's Representative for Friends of
Unesco.*

The US Section of WEF

In September, Natalie Langner, Nasrine Adibe, and Sylvia Comick represented the World Education Fellowship at the 50th Annual DPI-NGO Conference of the United Nations. The presentations centred on the topic of "Partnerships".

The US Section Guiding Committee of WEF met in Farmington, CT on September 19 to firm up program plans for 1997-8. Projected events for the spring include a Caribbean Night with Hartford, CT educators and an evening featuring aboriginal culture. The latter event is intended as a preparation for the 1998 International Conference of WEF in Tasmania.

On October 3, Mildred Haitp gave an illustrated lecture on the education and culture of Thailand as she experienced it during her six-month sabbatical in Bangkok. The meeting took place at the home of Paul Wittmer and included some 27 attendees. Ndori Matsuyama Kiso was also a special guest of the evening.

*Mildred Haitp
Past-President, US Section*

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Voice of the Youth

Introduction to WEB

Caio de Boer, Naomi van Stapele and Saul van Stapele

This is the first issue of WEB, the beginning of the development of a youth magazine of the World Education Fellowship (WEF). WEB is also the first step into developing a worldwide network of young people who could communicate with each other and work together as a youth section of WEF.

History

In 1995, during the international conference of WEF, we presented to the participants of the conference information about our experience that by sharing our thoughts and feelings with our friends in Kenya, through the use of different media, we made the world a little smaller and got some people to know more about other people living in another part of the world. It was by being friends that we learned to understand more about each other's situation, and about ourselves, and that had a lasting influence on our lives. (see the *New Era of Education*, April 1996:18-25)

Based on that experience we thought that it was important to develop possibilities for exchanging information, ideas and experiences between young people all over the world. This is why we began to create a magazine called *WEB*, as part of the *New Era in Education* (NEE), in co-operation with Sneh Shah and with members of the Editor's Advisory Group, and with the support of WEF's Guiding Committee and the Secretariat of WEF in London.

Exploratory group

To develop such a platform for youth all over the world we formed an exploratory group in The Netherlands and corresponded with contacts in different parts of the world in order to begin to establish an international editing board that will be responsible for the content of *WEB*. These people have been invited to co-operate by sending articles, by joining the coregroup in editing *WEB*, by acting as a co-ordination point for *WEB* and the youth section in their region, or by sharing their vision and opinions with the other contacts through the provisional centre of communication and co-operation organized by the exploratory group in The Hague in the Netherlands. Every three months we would like to publish one or more articles about a certain theme, together with core news, and additional information.

Aims

In developing such a magazine, we want to develop a forum for the exchange of information, ideas and experiences between young people in

different countries, sharing knowledge and experiences, getting to know more about each other's lives and cultures, and creating better understanding and mutual respect.

The essence of our plan is that young people from different parts of the world can become acquainted with each other. Young people from different countries can, from the youth's point of view, talk about issues that concern them, and write what interests them, and about their dreams, their frustrations, and their achievements and joy. They could learn about each others lives and cultures, and about differences and similarities in their lives.

Another aim of *WEB* could be to involve adults into young people's dialogue, so that the relative part of the *NEE* will not become a sort of children-for-children-section of the journal.

Themes

The central theme of the first two issues of *WEB* is *religion*. The exploratory group considers this to be a relevant theme and of great concern to young people in all parts of the world. To make *WEB* coherent in spite of the variety of articles, we have formulated some standards that contributions, whether fiction or non-fiction, should meet, and shared this with the people to whom we have sent our letter of invitation.

The most important thing is that people write from their own personal perspective: What does religion mean to you as a person? How does it affect your personal life and future? It is important that people describe how the things that they are telling are visible in daily life, especially in their education, at home and in school or university.

Related to those standards, we have formulated some points and questions contributors could deal with in writing about the proposed theme. Themes that we are thinking of proposing in the future are for example: access to media, access to the world / drugs / being bullied in school / basics of education / AIDS. We would appreciate readers writing us which themes they think are relevant.

Responses

The exploratory group has received very promising and stimulating responses from members and contacts of WEF in Australia, England, Israel, France, Japan and Kenya. These people will mobilize and encourage young people to write and to co-operate with us. And the exploratory group has met in London with Kenyan and British youth as a first

step to broaden the exploratory group into a real international editing board, and the development towards a youth section.

First issue

In this issue we include the first material that we have received on the central theme *religion*. One article by a young man from Kenya living in England and one by a Dutch girl, together with two drawings on the central theme by a Dutch and a Kenian girl respectively twelve and eleven years old.

Conclusion

We hope that you will enjoy this first issue of *WEB*, and that we have given you an impression of the way in which *WEB* came into being and has the possibility of developing into a real youth forum,

which will depend of course on the definite co-operation from people of the different sections of WEF. We hope that we will hear from all our readers and from young people in or related to the different sections and that they will write to us which central themes they think will be relevant for *WEB* and how the international network could be further developed.

Together we can make this work!

Exploratory Group WEB

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O
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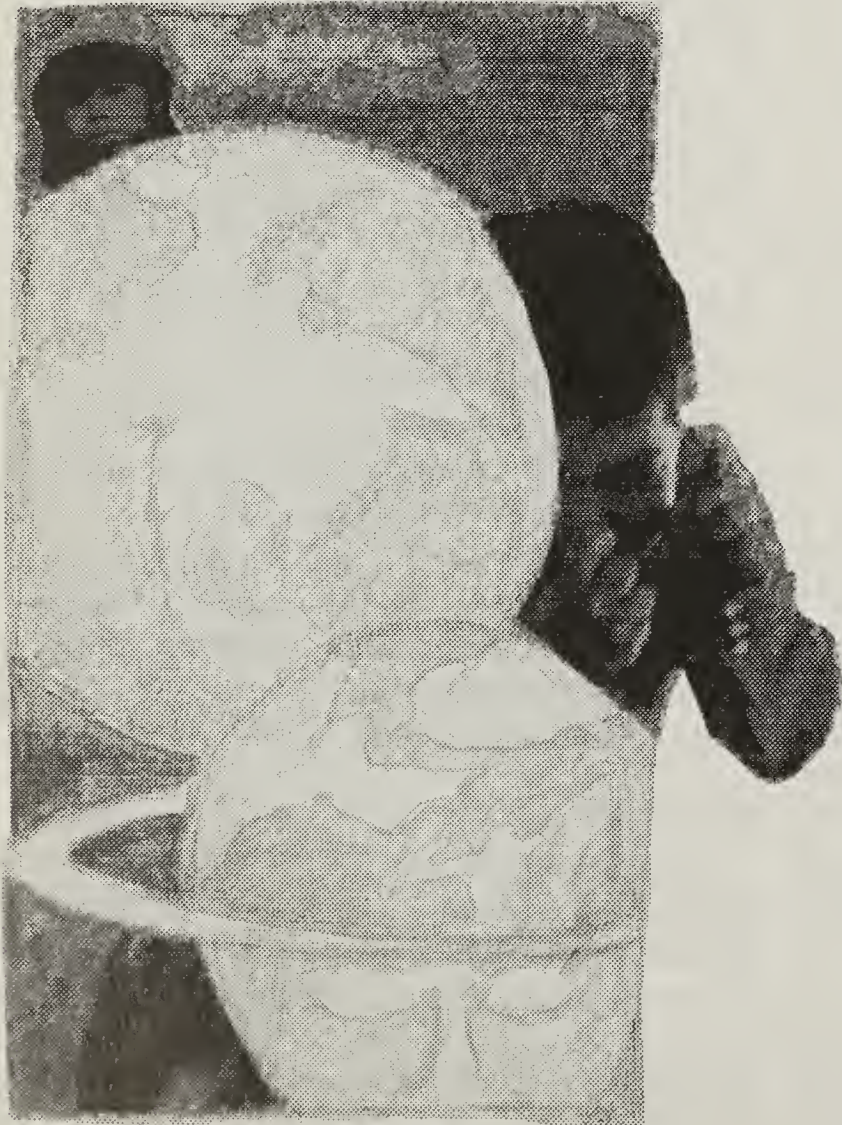
The morning wakes
the sunrise makes
the songs be singed
not wondering
what the day will bring
don't need to laugh or cry
no matter if we live or die
don't need to rush, we won't be late
there's no time, we won't be late
No, no more songs of yesterday
Within the truth in our heart we stay.

Caio

I look around
without recognition
see powers that be
without definition
close my eyes
where the inner-me reigns
but the question remains

I don' give life
just to be
collect precious moments
just to be free
not comforted by
angels and saints
for the question remains

Saul



Eye to Eye

The loneliness
inside
Drove my roots
Deep into the earth

I stand, anchored
able
to let my thoughts go
free

I was left
with
recognition
eye to eye
with life itself

And I found
Me

Naomi

Drawing by Lida Dijkema

REVIEWS

Managing Special Needs in the Primary School, by Joan Dean, (1996) Routledge, London pp199 ISBN 0-415-13030-1. Price: 12.99

As a Specialist Speech and Language Therapist (employed jointly by Education and Health) who spends much of her time supporting statemented children with significant speech, language and communication disorders, their teachers and parents in school settings, I was delighted to be asked to review this excellent book.

Joan Dean presents a clear, readable overview of the Code of Practice (DFE 1994c), its implications for school organisation and all teaching staff and its advantages for children and their parents. She uses her experience as a former Chief Inspector for Surrey along with her obvious interest and care for teachers and pupils to provide a useful document including checklists, resource lists of tests available to teachers and forms for record keeping and evaluation.

The Code of Practice confirms Warnock's estimation that up to one in five children is likely to need special provision at some point in their school lives (Warnock Report DES 1978). Joan Dean writes that "a whole school approach to special needs is therefore required in which all teachers develop some expertise in dealing with children who have learning problems or who are outstandingly able." The subsequent text is designed to help teachers and support staff in schools to be more confident when identifying and working with children via the Code of Practice.

Dean suggests that the "effectiveness" of a school, so far as educating children with Special Needs is concerned, depends on a clear school's policy; the attitudes of teachers, pupils and parents; parental involvement and the involvement of children with Special Needs in planning. She outlines the role of the Special Needs Co-ordinator, Headteacher and Governors and discusses the need for working with parents and support services with evaluation as a key issue.

When looking at successful teaching Dean writes that "successful teachers of children with learning problems somehow manage to convey to pupils their belief in them and their ability to achieve". The book provides detailed information on the management of children with emotional and behavioural problems, physical disabilities and the exceptionally able child. There are shorter passages on children who have dyslexia (Specific learning difficulties) and those with communication difficulties referring to those with speech/articulation problems, expressive difficulties

(syntactic/grammatical) and autism. It is interesting to note that Dean does not include discussion about children with receptive language disorder (ie: comprehension difficulties) or children with pragmatic difficulties who have great intent to communicate but impaired social skills. Both of these groups in my experience present challenges to school staff due to their avoidance behaviours.

The section on working with parents looks at breaking news, the provision of training for parents and using parents as teachers. There is also a useful item on dealing with complaints and concerns.

This book focuses on the needs of children with Special Needs and also the needs of their teachers within the framework of the Code of Practice and as such is not only essential reading for school staff but also a useful resource for school governors and support services such as Educational Psychologists and Health Professionals.

Deborah Onslow
Specialist Speech and Language Therapist
Specific Language Impairment Team
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ARTS EDUCATION FOR A MULTICULTURAL SOCIETY

An evaluation of the AEMS Project Warwick Papers on Education Policy No 6.

Edited by John Eggleston. Published by Trentham Books Limited, Stoke-on-Trent, England.

Sponsored by the Arts Council of England, (1995), pp72. Price: £ 6. 95, ISBN No. 1 85856 050 0.

First impressions?

The 72 page A5 book is simply produced and clearly presented, jam-packed with criteria and frameworks for evaluation. It contains descriptions of the organisation and operation of a curriculum development project, describes some of the work which was initiated and offers analysis and critique of the experience. The evaluation is very accessible and offers a measured and dispassionate view of a project which aimed to influence attitudes and practices in schools and colleges in relation to multicultural education. Teachers, teacher educators, artists and administrators will find much in it to help them in their work to achieve more effective multicultural and anti-racist education policies.

What was evaluated?

We are told that the Project, *Arts Education for a Multicultural Society*, initiated by the Arts Council of Great Britain, the Commission for Racial Equality and the Calouste Gulbenkian Foundation, was established in 1987 to 'explore and develop ways of giving effect to existing multicultural / anti-racist

education policies, and encourage multicultural awareness in the arts curriculum'. Further explanation reveals that 'AEMS organised a national training programme for Black and cultural minority artists to prepare them for a proactive role in education. It worked with more than 80 schools and colleges, coordinated over 1,000 visits by artists' and attracted funding 'totalling £ 331,460 by the final term of 1989-90'.

What was the point of the evaluation?

The evaluation sought to identify the Project's achievements and to address the questions: What knowledge skills and experience are necessary to deliver a multicultural arts curriculum in schools and colleges? What initiatives or strategies were developed as a result of the project? What was the value of the extensive training programmes for artists and teachers to enable them to develop the work of the project? There is the danger that clear answers to these questions might have been lost in the wealth of description and explanation that the evaluation provides. As a piece of summative evaluation, we should expect to understand what has been learnt from this experience and how the results might be reinvested in the education system.

How was the evaluation of the project conducted?

The evaluation was based on a range of material generated by the Project Director, Maggie Semple, and built on a previous evaluation prepared by Helen Dennison. Methods of evidence gathering for these had included observations, interviews, and various types of feedback from work in schools and on training programmes. This evaluation was prepared by Professor John Eggleston, who was a member of the Project Steering Committee and chaired the evaluation of the Project. He brought to this a wealth of experience in curriculum development and multicultural education.

What did the evaluation focus on?

The evaluation commented on the organisation of the Project, its implementation in schools and colleges, the methods of working adopted by the participants, multicultural arts curricula and artists as an educational resource. Case studies were used to report on the development of the project in primary, secondary and further education. These revealed the achievements and problems, the satisfactions and frustrations normally associated with interprofessional collaboration in education. The evaluation concluded that the project achieved all its objectives in that it *'unquestionably explored and developed ways of delivering multicultural awareness in the arts curriculum. This was done by establishing models of good practice, providing information, new training initiatives for artists and teachers and, above all, by bringing a new and exciting wave of black*

artists and art forms into schools and communities where, previously, they had been virtually unknown'.

What issues could have been explored more fully?

The project was based on partnerships. Those described by the evaluation were primarily institutional partnerships established between Arts Associations, LEAs, artists and community representatives. It paid less attention to the key experience which underpinned the project, which was the working partnerships established between pupils, teachers and artists. Although the evaluation claimed that the project *'established a model of effective collaboration between teachers, artists and students'*, it did not explain fully the nature of this model or how it was effective in realising the aims of the project.

The value of artists working in schools was taken for granted. The idea of interprofessional collaboration in education was not called into question. Bringing artists to work in schools and colleges to act as *'catalysts'* was considered appropriate and necessary. Although this strategy is long established in arts education, it is not clear what the long term benefits or disbenefits are. It is odd to think that artists with their heightened sensitivity and keen perceptions might not be changed or even affected by the experience of working in schools. There was no discussion as to the effectiveness or limitations of placing people who were not trained as educators in a teaching role, the possible effects of creating an increased dependency on outside *'experts'* and maybe deskilling teachers. The emphasis on artists as *'performers'* left out many other facets of the educator's role. There was little attention given to the contribution of teachers to the success of the project. There was little consideration given to the strategies necessary to embed the ideas and practices introduced by the artists into teachers' praxis.

There was little indication of the project's impact in the short-term or any consideration of how it might influence the long-term development of work in schools. It was not made clear how the effects of the project might be institutionalised.

Is this a useful document?

In the concluding section, the Project Director had the last word. She told of a West African and Caribbean character, Anancy, whom she describes as crisp, cool and persuasive. The evaluation has the same qualities. It packs a lot of sharp, clear analysis into a compact format. It takes a dispassionate look at a challenging area of the curriculum. It induces us to think about how to bring about change in educational thinking and practice.

Eileen Adams, Research Fellow, School of Education, Politics and Social Sciences, South Bank University, London, UK

India Fights Colonialism by Sarbit Johal
LONDEC (London Development Education Centre), 1995, pp 83, ISBN 09526523 07, £5

India Fights Colonialism is a most welcome addition to those resources that document the history of colonialism in India. Although published for the secondary school classroom (the first page is given over to explaining how the materials are linked to Key stages 3 & 4 of the History national curriculum) this pack deserves a wider audience. The text, at times, doesn't flow as well as it could do but the material is extremely well researched and very accessible. I am sure this publication will be sought after by those other than teachers if only for its fascinating photographs, many of which are published in the UK for the first time, and for the first hand accounts of some of the major events that shaped Indian history.

On my first reading I was reminded of the sixth form student who politely pointed out to his history teacher in a lesson on the Indian Mutiny, "Excuse me sir! But where I come from we call it a revolution". Teachers need to consider ways in which classroom texts present a particular version of history. Students need access to different views of the events that have shaped the past. The title gives a clear indication of the perspective adopted by this 'educational pack' (for 'educational pack' don't expect teachers' notes, audio visual materials and loose leaf sheets, this is a single spiral bound book but permission is given for pages to be copied for 'non profit making educational use') but if the reader is still undecided as to where the author's sympathies lie then the opening lines of Chapter 1 should leave them in no doubt.

In India the process of British colonisation started with the arrival of the English East India Trading Company. They were merchants who wanted India's fine silks, cotton, cloth and spices. Britain had nothing that the Indians needed. The merchants were forced to pay with silver coins (the silver had been obtained by selling slaves in the West Indies).

The perspective is a refreshing one in a secondary history resource. Until its publication there was very little available that presented an Indian perspective to South Asia's colonial history. On several occasions in the past when asked for material I have had to fall back on my rather worn copy of an Indian National Book Trust publication **How India Won Her Freedom**. This pamphlet, whilst an excellent source of information, is certainly not easily available in the UK and its format is unlikely to prove attractive to secondary school students. I now have a more appropriate resource that I can readily recommend.

India Fights Colonialism sets out to document *the strategies of resistance used by the anti-colonial movements in India* and to tell the history of colonialism *in the words of the people who fought against it*. It succeeds in both these aims. It also documents the ways in which women were involved in the different anti-colonial movements so there is information, for example, on historical figures such as the Rani of Jhansi and more recent heroines such as Mantangini Hazra and Aruna Asaf Ali. The text also emphasises the cooperation between Hindus and Muslims in the struggle for independence.

The pack is divided into seven sections. The first section, which accounts for about a third of the pack, gives an overview of the history of the resistance to colonialism from 1700-1947. Date bubbles in the margin make it easy to follow the chronology of events and there is a detailed glossary of terms at the end of this first chapter. Unfortunately the existence of this glossary is not identified on the contents page. This is an oversight and there is the potential for confusion, for the text uses italics for both quotes and glossary terms and the glossary is placed in the main body of the text rather than at the end of the pack, where we would expect to find a glossary. It would also have been helpful if this first section had highlighted those periods covered in more detail in later chapters, and this chapter in particular and the pack in general, would have benefited from larger and more detailed maps.

The subsequent six sections of the pack focus on separate periods in the struggle for self determination. These are: the Santal Uprising 1855-57, the First War of Independence 1857, the Indigo Rebellion 1860, the Chittagong Armoury Raid 1930, the Quit India Movement and the Bengal Famine 1942-43 and the Telangana Movement 1946-51. Each section contains text (eg a historical account, piece of drama, an interview, etc) amply illustrated by photographs and drawings and with a series of tasks for students to consider. The tasks are varied and imaginative. For example in the section of the First War of Independence students are asked to consider why British history books always make reference to a 'mutiny', 'rebellion' or 'revolt' and why the term 'divide and rule policies' is applicable. Another task in the same section asks them to adopt the role of different named people involved in the War and to account for their actions. The section on the Indigo Rebellion gives students an extract from a Bengali play *Neel Darpan* (The Mirror of Indigo) to play out, consider and further develop the plot, while one of the tasks under the Quit India Movement requires students to examine the role played by women in the independence movement and encourages students to consider the implications of this for the role of women in society in general.

A detailed bibliography that reveals the extent of the research undertaken to produce this pack, completes the publication.

Until now teachers searching for accessible and stimulating material for secondary students that provides a more accurate analysis of the colonial period in India have had a difficult task. In **India Fights Colonialism** they now have access to a well researched and stimulating resource pack. The money of the Commission of European Communities, Christian Aid, Cadbury Trust and the World Council of Churches that funded this project has been well spent.

Chris Henshaw
Advisory Teacher for Equal Opportunities
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John Holt: Personalised Education and the Reconstruction of Schooling, Roland Meighan, 1995, Educational Heretics Press, Nottingham, UK. *An Education Now Special Report in partnership with Educational Heretics Press, pp 134, ISBN 0 95 18022 8 3 (paper). Paperback: £9.50, Hardback: £17.95.*

This is a thorough re view, not a critique of the writings of John Holt (1923-1985) made readable and relevant by Meighan's annotated commentary. Eight of Holt's ten books are now out of print and for this reason Meighan's review of all ten is greatly appreciated. The book covers Holt's writings in chronological order: *How Children Fail* (1969), *How Children Learn* (1970), *What do I do Monday* (1970), *The Underachieving School* (1971), *Freedom and Beyond* (1972), *Escape from Childhood* (1975), *Teach Your Own* (1981), *Learning all the Time* (1991) and *Never To Late* (1992).

Meighan's coverage is liberally illustrated with quotes. These form the main principles of Holt's philosophy for reconstructing education. Some of these memorable quotes are:

"What we can best learn from good teachers is how to teach ourselves better." *Never To Late* (1992) p.2.

"Schools are not a force of nature. People want them, thinking they would be useful; people can do away with them when they are no longer of any use." *Instead of Education* (1977) p.213.

In Meighan's resume of Holt's ideas the conclusion is that schools have failed and the case for traditional education is near to nonexistent "...the case of an education which will give the child primarily not knowledge and certainty but resourcefulness, flexibility, curiosity, skill in learning, readiness to unlearn - the case grows stronger and stronger." *The Underachieving School* (1971).

Holt describes the pre-school child as a natural empirical scientist. Interfering in the learning process can prevent it altogether. The less taught the more students learned. *How Children Learn* (1970).

Meighan's hopes that his review will help ensure John Holt's ideas to continue and that teachers will avoid learning that is "fragmented, distorted and...short lived". This is highly commended.

Yvonne Larsson,
University of Cambridge, Faculty of Education, UK
formerly Senior Lecturer in Education
Faculty of Education, The University of Sydney

Progressive Education Across the Continents, by Hermann Rohrs and Volker Lenhart (Eds), 448 pp, Peter Laing (Frankfurt am Main), 1995, ISBN 3-631-48917-X hb DM108.00, UK £44.00, US \$69.95. (Obtainable either from bookshops or direct from Peter Laing, Eschbosner Landstr. 42-50, 6089 Frankfurt/M, Germany or Peter Laing, Jupiterstr. 15, 3000 Bern, Switzerland).

Hermann Rohrs and his collaborators' timely handbook on progressive education deserves a place on every educational library shelf. Thorough and scholarly, it avoids the simplistic views of progressive education all too common among reactionary politicians and others who would turn the clock back. Members of WEF and others who recognise the complexity of the history and development of 'progressive education' will find the book a mine of information to help them unravel the threads of this elusive concept and argue for those aspects which are the lifeblood of genuine 'education' as distinct from 'training' and 'instruction'.

After an introduction by Hermann Rohrs outlining the main principles of progressive education and stressing its international nature, the book is structured in six parts: (1) the development of Progressive Education in Europe; (2) its development across non-European continents; (3) educational centres of the PE movement; (4) various educational models of PE; (5) teaching methods of PE and their mutual international impact; and (6) the influence of PE on school reform in different countries.

The thirty sections are the result of collaboration between twenty-eight scholars specialising in different aspects of progressive education. Some of the sections are more illuminating than others and one or two are slightly befogged by un-English idioms due to their international origin. But this is a quibble: there is something to be learned from all of them - even (or perhaps, particularly) from a healthy dissonance in the views expressed. Gaston Mialaret

(France) sees the origins of PE in Rousseau, or even Plato: Brain Holmes and many others date it from the 19th century. Several contributors show political hostility to PE from both right and left extreme, though Heinz Peter Gerhardt (on Latin America) reveals that it had a brief flirtation with fascism during the Vargas dictatorship in Brazil, and Oskar Anweiler points out a similar liaison with the early stages of communism until Stalinistic totalitarianism stamped it out. Clearly PE has not been popular with authoritarian states. Hitler suppressed it; nationalism in inter-war Japan rejected it; conservative McCarthyism in America saw it as 'subversive', as does dogmatic nationalism in present-day Israel. All this suggests that there must be some good in it! But what exactly is it?

Hermann Rohrs (who dates PE from around 1890) outlines eleven basic principles: (1) it is a reaction against established authoritarian educational patterns; (2) it is child-centred and humanistic; (3) it proposes a new, closer relationship between teacher and taught; (4) it promotes independent study methods; (5) it takes account of developmental psychology; (6) it focuses upon 'the whole man in his social content'; (7) it postulates free learning in a stimulating environment; (8) relevance to the learner is opposed to a rigid curriculum; (9) it deals with life beyond the school walls; (10) it has wide relevance as a humanising influence on society; and (11) it is international in scope.

These general principles are filtered out of the more detailed articles focusing on a kaleidoscope of key promoters of varied aspects of PE - Dewey, Kilpatrick, Decroly, Cizek, AS Neil, Rugg, Brameld, Montessori, the Agazzi sisters, Steiner, Buber,

Cremin, Kliebard, Freire, Freinet and many others. Other articles deal with the Dalton Plan, Werkplaats, Winnetka and Waldorf schools, and of course the development of the New Education Fellowship (later WEF). For anyone who thinks that progressive education is simply a free-for-all of projects and unfocused creativity this collection of articles is a healthy corrective. In addition some interesting and (to me) little known facts are thrown up in passing.

I didn't know that the 'project method' was applied in the Academies of Art in Rome and Paris in the 16th century. Nor that Alexander Graham Bell was a President of the Montessori Society in the USA. Nor that there was an NEF Conference in South Africa in 1937 entitled (prophetically) 'Educational Adaptions in a Changing Society'. And lots more. A very good chapter by Michael Knoll deals with the origin and international influence of the project method, clarifying its aims and appropriate techniques and emphasising the need for balancing the creativity of projects with appropriate and disciplined methodology.

Progressive Education Across the Continents is a substantial book, beautifully bound. It's a pity there is no index, but the table of contents gives some help in tracking down specifics. I started reading it as a duty but continued from cover to cover with increasing interest. For its insights into progressive education and its internationalism I think it's an ideal book for WEF members. Its price is not within everyone's pocket. But it ought at least to be in everyone's library.

Rex Andrews

Member of Editor's Advisory Team

France

Malaysia

The Nation's Education Philosophy

Malaysian education is a continuous effort directed towards the greater development of individual potential. It seeks to create complete and balanced personalities where intellectual, spiritual, emotional, and physical attributes are harmonised within a framework based on faith and obedience to God. It endeavours by this means to create a Malaysian people knowledgeable, skilful, morally responsible, capable and self-confident and thus able to contribute towards a peaceful and harmonious society and nation.

Falsafah Pendidikan Negara

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggung-jawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

Themes for the Future Issues of New Era in Education and Deadlines for Contributors

April 1998: Electronic Media: a replacement for books?

Deadline for articles: November 1, 1997.

Deadline for other contributions: January 7, 1998.

August 1998: Defining Quality in Education

Deadline for articles: March 1, 1998.

Deadline for other contributions: May 1, 1998.

December 1998: Education: Liberation or Oppression?

Deadline for articles: July 1, 1998.

Deadline for other contributions: September 1, 1998.

April 1999: Visions to Reality

Deadline for articles: November 1, 1998.

Deadline for other contributions: January 7, 1999.

August 1999: Cost of Higher Education: Taking Stock

Deadline for articles: March 1, 1999.

Deadline for other contributions: May 1, 1999.

Notes for contributors to the New Era in Education

Contributions are welcome on any other areas of the work of the World Education Fellowship. They should be sent to the editor, Dr. Sneha Shah, Faculty of Humanities, Languages and Education, University of Hertfordshire, Watford Campus, Aldenham, Hertfordshire, UK, WD2 8AT, tel: +44(0)1707 285677, fax: +44(0)1707 285616.

Length of Articles

These should normally be between 1000 and 4000 words.

Format of Articles

Authors should send three copies typed on single-sided A4 paper, with double line spacing. The pages should be numbered and each copy should have at the top of the first page the title, author's name, and the date sent to the editor. Once the article has been accepted authors will be required to send a 3.5 disc.

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Adams, E. (1955) **Testing Individual Children**, London, UK, Wimbledon Press

Adams, E. (1975) Profiling, **New Journal**, 5(3), 55-74

Adams, E. (1981) (Self-managed Learning pp 168-183 in Andrews, R (ed) **The Power to Learn**, London, UK, Special Press

Adams, E. (ed) (1988) **Profiles and Record Keeping** (Third Edition), London, UK, Special Press

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The editor reserves the right to accept or reject an article submitted for publication.

The author may be approached by the editor for amendments or clarifications. For an article that has been accepted for publication the editor reserves the right to make additional changes as may be deemed necessary before publication.

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Founded in 1921, the World Education Fellowship is voluntary and non-partisan, and enjoys the status of a Unesco non-governmental organisation category B. It is open to educators, members of associated professions, and to all members of the public who have a common interest in education at all levels. The Fellowship meets biennially in international conferences, publishes books and pamphlets, and, through its national sections, participates in workshops, meetings and developmental projects. The Fellowship does not advocate any dogma; each member is free to put the principles indicated below into practice in ways which are best suited to the environment in which he/she is living and working.

PRINCIPLES OF THE WEF

- (a) The primary purpose of education today is to help all of us to grow as self-respecting, sensitive, confident well-informed, competent and responsible individuals in society and in the world community.
- (b) People develop these qualities when they live in mutually supportive environments where sharing purposes and problems generates friendliness, commitment and cooperation. Schools should aim to be communities of this kind.
- (c) Learners should, as early as possible, take responsibility for the management of their own education in association with and support from others. They should be helped to achieve both local involvement and a global perspective.
- (d) High achievement is best obtained by mobilising personal motivation and creativity within a context of open access to a variety of learning opportunities.
- (e) Methods of assessment should aim to describe achievement and promote self-esteem.

ACTIVITIES OF THE WEF

In order that these principles become a reality, WEF endeavours to:

- (a) identify and pursue changes in policies and practices to meet the varying individual and shared educational needs of people of all ages.
- (b) promote greater social and economic justice and equality through achieving a high standard of education for all groups worldwide.
- (c) encourage a balance between an education which nourishes the personal growth of individuals and one which stresses the social responsibility of each to work towards improving the human and physical world environment.
- (d) foster educational contacts between all peoples including people from the third world in order to further international understanding and peace.
- (e) promote education as a lifelong process for all people, regardless of sex, race, beliefs, economic status or abilities.
- (f) encourage cooperative community involvement in clarifying educational goals and undertaking educational programmes.
- (g) secure for teachers the training, facilities, opportunities and status they need to be effective, professional people.

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